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ABSTRACT

This bibliography draws together currently available sources on the subject of the changes that women are bringing about in the workplace. The 127 citations from ERIC and other databases include curriculum guides, congressional hearing reports, conference papers, journal articles, and research reports. Two articles, representative of current wisdom in the field, are reprinted: "The Role of the Employment Counselor in Promoting Sex Equity and Nontraditional Careers" (Bette Soldwedel) and "The Once and Future Working Woman" (Ligeia Fontaine). The annotated bibliography is divided into eight categories: child care, income, minorities, nontraditional occupations, single working mothers, displaced homemakers/reentry workers, women and Workforce 2000, and women in the workplace. Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

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Working Women

A Bibliography

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Working Women

A Bibliography

State of Florida
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Subject-Matter Expert
Charlotte Gore
Division of Vocational, Adult, and Community Education
Florida Department of Education
Tallahassee

Project Manager
Carol Henderson
Center for Instructional Development and Services
Florida State University
Tallahassee

Editor
Robert Nixon
Center for Instructional Development and Services
Florida State University
Tallahassee

Designer
Robert Celander
Center for Instructional Development and Services
Florida State University
Tallahassee

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Introduction

Much attention has been paid in recent years to the subject of future trends in the world of work. The commonly held opinion among experts in the fields of business, education, and social sciences is that work, the area of life that occupies more of our time and energy than almost any other, will undergo rapid and deep change during the next decade or longer. According to many experts, women are doing more to change the working world than any other single element (Fontaine, 1988).

Unfortunately, most experts would also agree that current business structures, educational policies, and social practices are ill-suited to accommodate the needs of a work force that, by the year 2000, will be composed predominately of female, older, minority-group workers, many of whom will be recent immigrants to this country (Fontaine, 1988).

What are the issues raised by increasing numbers of working women? The major areas of concern addressed in this bibliography are: income, child care, women in the present and future work forces, minority women, single working mothers, traditional versus nontraditional occupations, and displaced homemakers/reentry workers.

Some statistics:

1) White women, the highest paid of all female population subgroups, earn 64.2 cents to every dollar earned by white males. Black women earn 56.2 cents and Hispanic women 53.3 cents (National Commission on Working Women, 1988).

2) Since 1980, the greatest number of people entering the work force has been married mothers with children under the age of six (Mercer, 1989).

3) Although the demand for a comprehensive, high-quality child-care system is growing, child-care workers continue to be in the bottom 10 percent of the salary range in the United States. The average child-care worker has 14.6 years of schooling and over half have college degrees (Mercer, 1989).

4) The numbers of women who seek jobs in nontraditional occupations (for women, defined as one in which 75 percent of all job holders are men) have grown, but sex bias/stereotyping, harassment (sexual and otherwise), lack of personal support, lack of guidance programs, and inadequate job placement systems are still widely reported (Imel, 1989).

5) Presently, one in eight women has less than a high school education. One in two single mothers, 56 percent of all displaced homemakers, one in three Hispanic

women, and one in five black women have less than a high school education. The majority of new jobs in the future will require training or education beyond high school.

Some initiatives have been undertaken to deal with the problems of a dramatically changing workplace. Federal legislation was introduced in 1990 that would have required parental-leave programs to be instituted in larger businesses and companies. After passage in Congress, the legislation was vetoed by the President; however, wide support for such an initiative almost guarantees similar legislation sometime in the near future.

Businesses are beginning to come up with solutions to the unique problems that women bring to the current workplace, with its male-dominated policies and practices. Many are instituting programs that are sensitive to the dual role of the working woman/mother; among these are part-time employment options, at-home work via a computer and modem, consultancy-status positions, and extended leave (Fontaine, 1988). A good example of non-traditional policy is one implemented by IBM, which allows workers to take up to three years off, with the promise that they will be on part-time call for the final two years (Fontaine, 1988). This program is available to both men and women; such innovations will become more typical as men begin to take greater advantage of them.

In the area of child care, steps are being taken to implement a more comprehensive system. Some of the more innovative approaches to child care are: facilities in the workplace; employer-provided subsidies and vouchers; discount programs worked out between child-care providers and employers; flexible benefits packages with paid child-care options; and spending accounts, in which salary deductions are placed in an non-taxed account to pay child-care expenses for contributing employees (Mercer, 1989).

To address the problems of an adequately prepared pool of female workers, model-workplace and basic literacy programs are being piloted. Such programs seek to remediate barriers to learning, both internal (low self-esteem, self-doubt about abilities, powerlessness) and external (environmental instability, need for support services, inaccessible or inappropriate services) (Kerka, 1989).

A vast amount of information and research deals with the changes that women are bringing about in the workplace. This bibliography attempts to draw together some of the best sources of information currently available on this subject. Thus, it is intended to be selective rather than comprehensive.

Citations in the bibliography include curriculum guides, congressional hearing reports, conference papers, journal articles, and research reports. Materials included in the bibliography were located through Florida Educational Information Service (FEIS). FEIS conducted: (1) searches of computerized retrieval systems—specifically, the Educational Resources Information Center (ERIC), Sociological Abstracts, and Family Relations databases on the DIALOG® Information Retrieval Services, and (2) a manual search for relevant sources that might not have been systematically cataloged but are available from the 50 states and from professional and labor organizations. Two articles were selected for reprint here as representative of current wisdom in the field.

FEIS is sponsored by the Florida Department of Education, Division of Vocational, Adult, and Community Education, and is located in the Center for Instructional Development and Services, Florida State University.

For additional search information, contact Florida Educational Information Service, Center for Instructional Development and Services, 2003 Apalachee Parkway, Suite 301, Tallahassee, FL 32301-4829, (800) 428-1194.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of the bibliograhic entries. Microfiche copies may be ordered at a cost of $.60 per sheet. Each sheet contains up to 96 pages of printed copy.

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Articles

Soldwedel, Bette. (1988). The role of the employment counselor in promoting sex equity and nontraditional careers. *Journal of Employment Counseling*. 25(9/88), 119–121.

Outlines the responsibilities of the employment counselor in counseling women employees and in promoting sex equity/nontraditional jobs in the workplace. Suggests practical activities for achieving these goals.

Fontaine, Ligeia Z. (1990). The once and future working woman. *American Association of University Women Outlook*. 83(6), 10–6.

Describes the current status of women in the world of work. Suggests trends for the future in the areas of employment opportunities, pay equity, family issues/child care, elder care, entrepreneurship, and legislative initiatives at all levels.

The Role of the Employment Counselor in Promoting Sex Equity and Nontraditional Careers

BETTE J. SOLDWEDEL

In this article, the author provides practical suggestions for employment counselors concerned with the advancement of women in nontraditional career fields.

During the past decade, considerable public attention has been drawn to the education of girls and women and their preparation for employment. Major pieces of legislation have been enacted to ensure equality of opportunity, and the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) has provided categorical funding for the states to assist schools and colleges in promoting sex equity and nontraditional careers.

By commonly held definitions, *sex equity* means the existence of conditions that gives girls and boys, women and men the same opportunities and choices to advance themselves in education, training, and careers. An occupation is defined as *nontraditional* for one sex if 75% of the workers in that occupation are of the opposite sex.

Yet, even with positive legislative initiatives, complex problems affect the advancement of women in the work force. None is more critical than the perceptions held by girls and women, themselves, about nontraditional career opportunities. Across the nation, nontraditional vocational education classes for girls and women remain underenrolled. There are multiple reasons. A study conducted by Hollenbeck (1985), based on self-reports of women who selected either traditional or nontraditional career training, suggested the deterrents: Women want to be women; they fear not being thought of as feminine; men intimidate women; women don't want to compete; women think they can't do the work; and there is social and peer pressure (to select a traditional career).

For many women and girls, it is only after leaving educational settings that the realities of employment come into sharp focus—primarily that typical "women's occupations" really do pay less, tend to be sedentary, and offer little opportunity for advancement. It is often at this point that interests are stimulated about obtaining career information and in pur-

Bette J. Soldwedel is a professor of education at the University of North Florida, Jacksonville.

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suing nontraditional career opportunities in spite of personal doubts or fears.

The focus of this article, then, is on the employment counselor's role in promoting sex equity and nontraditional careers for girls and women. Employment counselors can promote the advancement of girls and women by becoming sensitive to the psychological issues that cause women to hesitate or fear to pursue nontraditional careers and by becoming proactive in the resolution of such issues. I offer the following suggestions:

1. By self-examination, consider the professional role of the employment counselor and how his or her personal attitudes toward the employment of women in nontraditional occupations may influence professional practices. Girls and women need to be able to have confidence that the advice and guidance of counselors is free of sex-role stereotyping.
   - Schedule agency or department staff meetings to discuss sex equity and nontraditional employment issues as one means of confronting personal attitudes.
   - Periodically review individual counseling cases to identify the extent to which nontraditional career information was proactively introduced.
   - Invite colleagues to critique counseling protocols or to review audio or video tapes with specific attention to the promotion of nontraditional career exploration.
   - Keep records of clients referred to nontraditional career opportunities and periodically monitor their progress.
2. Establish close contacts with business and industry leaders who also are proactive in the recruitment and employment of persons in nontraditional occupations. Girls and women need to know that diversity is not only welcome in the labor market but also that employment counselors and employers have a sincere and mutual interest in their advancement.
   - Invite business and industry personnel to serve on agency or department advisory boards to offer counsel on recruitment and placement strategies.
   - With business and industry leaders, discuss remediable barriers to the advancement of women, such as provision of child care facilities.
   - Invite business and industry representatives to address support groups of persons interested in nontraditional careers to offer advice and to assuage personal concerns.
   - Organize efforts involving proactive business and industry leaders to inform other business and industry employers of success stories about the employment of persons in nontraditional occupations.
3. Create an office environment that deliberately calls attention to employment of women and men in occupations that are nontraditional for their sex. Girls and women need to see positive reinforcers.

- Make every effort to staff the office with persons employed in nontraditional roles: male secretaries and clerks; female as well as male counselors, supervisors, and executives.
- Have reading material for perusal that shows women and men at work in nontraditional occupations.
- Create bulletin board displays that highlight employers who typically hire both women and men in occupations that are nontraditional for their sex.
- Use decorative posters that promote sex equity and nontraditional careers.

4. Prepare agency or departmental literature that stresses career information on local nontraditional employment opportunities. Girls and women need to know that placement opportunities are real.

- Periodically feature an individual who has been successfully assisted by an employment counselor in obtaining a nontraditional appointment.
- Publish up-to-date salary information on local career opportunities and include sources of assistance to upgrade skills to meet entry requirements.
- Include both female and male nontraditional role models in photographs.
- At least once each year, issue an information bulletin or a brochure on employment projections for the community and highlight occupations that offer high wage and high placement potential.

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The Once and Future Working Woman

by Ligeia Z. Fontaine

Rarely in the history of our nation has it been possible to predict the future with any assurance. But today, there's one area of our future for which the predictions seem ominously real: the world of work. What will happen in the workplace of the future? What will it be like? The basic answer is: nothing you've ever seen before. And the element that is altering the workplace most dramatically is women.

According to the U.S. Department of Labor, the work force is undergoing a sea change: rather than "young, male, and pale," the worker of the future is more likely to be female, older, and to belong to a minority group or to be a recent immigrant. The kind of work will change too. Most new jobs will be in services or information and require higher skills and literacy. Perhaps most startling, there will be labor shortages.

The change will be felt first and most directly by employers. Recruitment and hiring policies, medical benefits, parental and family leave, work schedules, even the referral services and resources that some employers provide will have to adapt to the changing character of the work force and the workplace.

But everyone and everybody will be affected. Government, legal institutions, and support systems such as transportation and medical care, will have to respond. Family life and family structures will change in ways we can't yet fathom—as will relations between men and women, between various interest groups, and between generations. And, of course, changes in the work force will affect pocket-book realities: the prices for goods and services and the income we will earn to pay for them.

Ligeia Z. Fontaine, Associate Editor

Learning to Earn

One of the areas most affected by the workplace revolution will be education. At least one hopes so. Without marked improvements to our educational system, the needs of the nation cannot and will not be met.

There is nothing abstract about this notion: we know precisely what—or whom—we'll need. We know what sectors are dwindling in importance and what sectors are on the rise. According to the Department of Labor, the percentage of the Gross National Product (GNP) derived from manufacturing will fall to 17 percent by the year 2000. Service jobs will rise; already, some areas of the country are reporting service labor shortages. The *Washington Post* recently reported that employers in the District of Columbia, Maryland, and Virginia are having a hard time finding waiters and waitresses, clerical workers, and secretaries, in addition to health care providers.

Many of today's service jobs can be filled by

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Pam Dortmann

largely unskilled workers—the teenager, for example, getting that first job filling orders in a fast-food franchise. But the service jobs of the year 2000 will require postsecondary education and, often, specialized training. Today's unskilled worker is rapidly becoming unemployable, and basic skills—reading, writing, and math—are only rock-bottom requirements. For most jobs, even factory jobs, workers need skills in analysis, communications, management, and computerization. Moreover, it's the high end of the service economy—especially information—that will experience the most growth. An example? Appalling as the thought may be, by the year 2000 the market will demand 71 percent more lawyers than it did in 1984. But whether tomorrow's worker is busy in the courtroom, the boardroom, or the stockroom, whether a buyer for a department store or a local government administrator, that worker will need new skills and a deeper knowledge of what were once considered basic skills.

Whither the Woman Worker?

What is tragically clear is that many of today's women workers do not fill this bill. As jobs become increasingly complex, most women's education is proving more and more inadequate. More than half of the women aged 25 to 54 who are now in the work force have only high school educations or less. Half of the single mothers, more than half of the displaced homemakers, one-third of Hispanic women, and one-fifth of black women have less than a high school education. By the year 2000, only 14 percent of the available jobs will be open to people with less than a high school diploma and, according to the Department of Labor, only four percent will be available to the totally unskilled. That's opposed to nine percent today—and that means that there will be 66 percent fewer jobs available to unskilled workers.

Women and girls are still, and continue to be, disproportionately enrolled in education and training that prepares them for low-wage jobs in traditionally "female" occupations. Consider:

- 70 percent of female vocational students are enrolled in programs leading to low-wage, "traditionally female" jobs.
- 77 percent of women workers are employed in female-dominated occupations.
- Women are paid 66 cents for every dollar men earn.
- 43 percent of women workers, compared to 27

Equity in the workplace and in education will be central to the nation's economic survival.

percent of men, hold jobs that pay sub-poverty-level wages.

- Data on educational choices of boys and girls indicate that occupational segregation by sex will continue well into the twenty-first century.
- Just 20 years from now about half of all potential workers will be female. Put another way, three-fifths of *all* women over age 16 will be at work in the year 2000.

The need for society to educate women workers adequately is urgent, but can be met only with the support of a healthy economy—and a healthy economy is fed by a healthy educational system. Thus, the need for an equitable workplace and equitable education becomes central not only to the economic survival of women in the next century, but to the economic survival of the whole country.

Still Lonely at the Top

At the other end of the spectrum are middle-class women who have good or adequate educations. But even women who are educated and who are oriented to careers—rather than jobs—face an uphill climb. Though the number of women workers has increased, their compensation is still not comparable to men's, and progress in this area has been woefully slow.

What are the trends if you belong to the top half of the economy? True, women are getting better jobs than they once did. Fifteen years ago women represented 20 percent of the managers and administrators; now that figure is 40 percent. Fifteen years ago, engineering school graduates were only one percent female—now 13 percent are; in the same period, law schools have gone from 5 percent to 40 percent female, business schools from 4 percent to 31 percent female. But there's another side to these numbers: over 60 percent of women executives are childless.

The problems of working mothers have been in the news recently. The so-called "mommy track" controversy began in January 1989 when Felice N. Schwartz published "Management Women and the New Facts of Life" in the *Harvard Business Review*. Schwartz contended that the "cost of employing women in management is greater than the cost of employing men" and attributed this in part to maternity and to family concerns—but she also located the problem in "disparities in perception and behavior that makes the integration of men and women in the workplace unnecessarily difficult and expensive." Among the behaviors that impede women's career development, she says, are "stereotypical language and sexist day-to-day behavior."

Jobs are threatened not only by child care demands, but by responsibilities for elder care.

One of the most distressing things about Schwartz's article—despite some of its truths—is that, it too, reflects sexist employment attitudes. The distinction between "career-and-family" women and women who are devoted primarily to their careers (and who thus remain childless or, in effect, neglect their families) is distressing. Most damning is her suggestion that employers should "make clear that in most instances (but not all) the rates of advancement and pay will be appropriately lower for those who take time off or who work part time. . . ." She adds: "Most career-and-family women are entirely willing to make that trade-off."

The question, of course, is: "Why should only women be willing to make that trade-off?" In fact, many women have refused to and, as their expertise and bargaining power has grown, their companies have accommodated their "mommy track" months or years. Some have cut down to part-time work and then returned to full-time work and even promotion. Some companies have established a "project management" or consultancy personnel status, to permit valuable female employees to continue to contribute to the corporation while juggling their other responsibilities. Extended leave is another option: IBM, for example, permits workers to take three years off if they will agree to be on call for part-time work for two of those three years. Extended leave employees retain their benefits and return to comparable jobs.

Most significantly, more men (though still a statistically neglible number) are taking advantage of the new options, including flex-time, working at home via computer and modem, and even job-sharing. As attitudes change and as men begin to take more responsiblity for child-rearing and elder care, there may be a re-evaluation of the entire world of work. As the nature of the work force changes and if a higher proportion of men—and businesses—begin to understand the social and even the economic value of the family, there is hope for the creation of a less rigid workplace and a changing work ethos.

As this article went to press, Congress had shelved until 1990 legislation that would expand the supply and improve the quality of child care nationwide.

The "Daughter Track"

Jobs are threatened not only by child care de-

mands, but by responsibilities for elder care. In fact, caring for elderly parents is quickly becoming the greater responsibility. As the "greying of America" continues, the demographics of care-giving are changing. For the first time in our history, as reported by researchers at the University of Connecticut, the average American family has more parents than children. Children grow up at a relatively fixed rate and leave the nest with some predictability. Not so with parents. Advances in medicine mean that we will all be older longer and that parents can conceivably be in the care of their children for 20 or 25 years. (The Older Women's League reports that already American women spend an average of 17 years caring for children and 18 years caring for parents.)

For some, the implications are disastrous. Many women have had to leave careers to become full-time caregivers, and some are regularly passed over for promotion because their care-giving responsiblities are perceived—sometimes accurately—to interfere with their work. Nevertheless, age is inescapable and affects both sexes, and as the median age rises (it hits 40 this year), more and more people are beginning to face the facts: there simply will be more elderly people around in the next decades, and they have rights, and their families have rights. Thus, elder care is slowly coming to the fore as an employee benefit. Some corporations are already drafting or even implementing family care packages that include some form of leave for caring for parents or other dependent relatives.

The toll of juggling career and family responsibilities is always high, but women business owners can juggle better.

The federal government and state governments are slowly beginning to see the light. Connecticut, Maine, North Dakota, Oklahoma, West Virginia, and Wisconsin have enacted family and medical leave laws that include provisions for care of a seriously ill parent, and similar bills are pending in several states. The federal Family and Medical Leave Act, which would require employers to offer leave for workers' care of children and elderly parents, probably will not receive floor consideration in both houses of Congress until the next session. While it would establish an essential federal labor standard, this bill will probably exempt close to 95 percent of employers due to their small-business status.

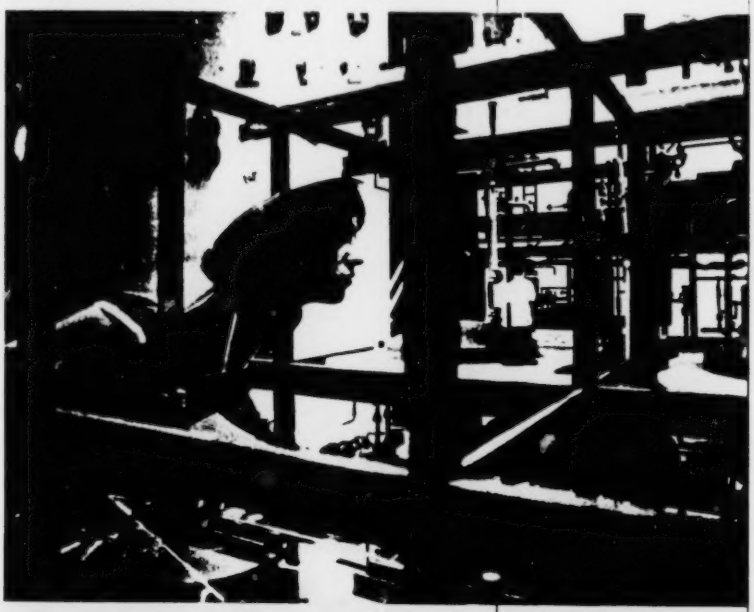
The Great Escape?

One way to escape from the strictures and prejudices of the contemporary workplace—albeit only partially—is to start a business. No wonder that in the 1980s women took the entrepreneurial plunge at twice the rate of men. Clearly, the two most critical elements driving today's woman to undertake such a difficult, high-risk endeavour is a desire for higher pay and the freedom to determine her own schedule. Indeed, 80 percent of the women who have started their own business report that setting

their own schedule was one of the motivating factors; 82 percent add that they also began their own business to earn more money.

By 1988, 4.6 million women had started their own businesses, but the going has been tough. The biggest hurdle is getting the capital to begin and many have had to go to their families for that first investment. Women in business for themselves also have to deal with societal attitudes—they say they have to be more convincing than men. And the businesses they go into still retain something of the "feminine" image: a woman-owned business is far more apt to be a public relations firm than a construction company. Finally, women who own their own business are a special breed—roughly 30 percent have advanced degrees and roughly 70 percent have prior work experience in corporations. They have the skills and the background that enables them to strike out on their own.

The element that is altering the workplace most dramatically is women.



The growth rate of women-owned businesses seems to be a measure of increasing self-confidence; at the same time, it may well be an indictment of the contemporary workplace. Pay equity remedies have been enacted in several states—in all, 45 states and 1,700 local jurisdictions have addressed the issue in some way—but have been slow to spread beyond the public work force; women who work for themselves can ensure that their work is valued equally with that of their male employees. (An initiative that would establish a pay equity clearinghouse in the U.S. Department of Labor is pending in the 101st Congress.) Moreover, women who own their own businesses work a long day—60 percent work 41 to 60 hours a week—but have far more flexible schedules. Though the toll of juggling career and family responsibilities is high, women

who own their own businesses can juggle better. This suggests that while starting a business may be a positive step for a woman, it is done under "social duress."

The Good Old Days

Today's workplace is feeling the warning tremor of another massive change. In the year 2000, the baby boomers will be hitting their fifties and, as the twenty-first century moves inexorably forward, the numbers of this fundamentally activist generation will swell. By 2030, the over-65 population will explode from 31 million to 65 million, and will represent nearly a quarter of the population. That's why the issues of age and aging are expected to become dominant themes in the world of work.

Age discrimination—which seems to begin earlier for women than for men—will be one of the "causes" of the twenty-first century. In higher-echelon jobs the issue is likely to become especially volatile. Older workers past "retirement" (itself a concept no longer suited to American life) will not have a hard time finding employment in the areas of scarcity—service jobs—but will experience competition from younger employees in professional and managerial slots.

These demographic changes will have political repercussions.

But when the baby boomers reach their golden years they will be a formidable constituency—the best-educated, most politically aware, most affluent, and healthiest senior citizens in America's history. It would be unrealistic to believe that they will not resist attempts to be shunted to the edges of society. Instead, they will demonstrate increasing resistance to current hiring, firing, and retirement practices, and will lend support to hiring from within their age cohort. Counter to the trends of the first half of the twentieth century, the retirement age probably will move upwards, not downwards.

As reported recently in the *Washington Post Magazine*, the child born in 1989 will have many more careers than her parents—and her parents are already switching careers at a higher rate than their parents. More people are starting new careers at age 50 or so and are expected to continue working another 20 or 25 years. There will be a growth in adult education and re-training. And older Americans may well see the wisdom of entering careers and starting businesses that are specifically geared to the over-65 population—careers related to leisure, adult development, geriatric care, and various aspects of medical and social services. Moreover, there are more women than men in the elderly population and it is to be expected that many of these women will refuse to become "little old ladies."

These demographic changes will, of course, have political repercussions. Women, especially in their roles as employees and caregivers, will have to learn political organizing tools that will enable them to cope with the changes and assure their rights. It would not be surprising, as the median age steadily creeps upward, to see legislation introduced that will start to deal head-on with the rights of older workers. In the meantime, the piecemeal approach to women as workers is proving inadequate.

All of these issues—education, economic security, employment policies and practices, family and elder care, aging workers, the growing presence of women in the work force, and the shrinking total numbers of workers—have to be examined in relation to one another. A comprehensive strategy will, probably painfully, emerge. But however difficult it is to come to terms with the rapidly escalating changes to the workplace and in the work force, an honest re-evalaution of policies, practices, and attitudes must take place. The economic vitality of our nation, and the lives of tomorrow's women, will depend on it. ❖

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Child Care

TITLE ***82 Key Statistics on Work and Family Issues. The National Report on Work and Family. Special Report #9.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED305502 from FEIS.

ANNOTATION This report was prepared because of the growing national interest in the questions of work and family dynamics. It puts together 82 key statistics on work and family issues in four major areas: child care, parental leave, alternative work schedules, and elder care. In addition, a chapter of miscellaneous statistics covers areas such as the demographics of women in the work force, corporate nepotism policies, employer relocation policies, and employee assistance programs involving work and family concerns. The source for each statistic is listed, any trends that can be discerned are also set forth in the report. (KC)

FORMAT Statistical Material; Literature Review; 36p.

TITLE ***101 Key Statistics on Work and Family for the 1990s. The BNA Special Report Series on Work and Family: Special Report No. 21.***

DATE 89

AVAILABILITY For a microfiche copy of this document order ED314216 from FEIS.

ANNOTATION This special report updates a September 1988 Bureau of National Affairs (BNA) special report, "82 Key Statistics on Work and Family Issues," by presenting 101 new statistics on work and family concerns. Data are presented regarding: (1) child care; (2) parental leave; (3) elder care; (4) flexible work schedules; and (5) miscellaneous issues, such as men and housework, refusal to relocate, and mental stress claims. Annotated citations of BNA's 1988 and 1989 special report series on work and family, numbers 1 to 20, are provided. (RH)

FORMAT Statistical Material; 36p.

TITLE ***Balancing Work and Family: A Citizens' Agenda for the '90s.***

DATE 89

DEVELOPER Ford Foundation, New York, NY; James G. Irvine Foundation, San Francisco, CA; JC Penney Co., Inc., New York, NY; Joyce Foundation, Chicago, IL; William and Flora Hewlett Foundation, Palo Alto, CA.

AVAILABILITY For a microfiche copy of this document order ED312073 from FEIS.

ANNOTATION The 813 participants in the Roosevelt Center's May 1989, regional citizen assemblies discussed trends affecting workers, employers, and families and laid the groundwork for a recommended national work and family policy. Part 1 of this report analyzes the results of a series of introductory exercises in which citizens were asked to register their concerns about America's families, establish priorities for investing business dollars, and answer a few general questions about the role of government and employers in matters of work and family. Part 2 reports on citizens' specific choices for federal government policy concerning family and medical leave, child and elder care, family income, and health insurance. Part 3 examines the impact of the citizens' choices on the federal budget and presents citizens' proposals for funding the new work and family package. Proposals include cuts in defense spending, increased taxes on tobacco, wine, and alcohol, and increased social security taxes. Three strong messages stand out: (1) employers must be central players in any strategy to help balance work and family demands, with government providing incentives for voluntary action and imposing regulations; (2) universal programs are best for providing health and long-term care; (3) education is the key to success for families and the economy. Participants did not support legislative proposals currently in the headlines. (RH)

FORMAT Position Paper; Conference Proceedings; 55p.

TITLE ***The Bottom Line: Quality/Consumer-Oriented Child Care.***

DATE 88

AUTHOR Jackson, Cheryl D.

AVAILABILITY For a microfiche copy of this document order ED301275 from FEIS.

ANNOTATION Arguing that the provision of child care services is consistent with the role of the community college, this paper provides an overview of the current demand for and delivery of child care services and briefly discusses ways in which community colleges can assist in the development and provision of consumer-oriented, high-quality child care. First, statistics are cited to underscore: (1) the growing need for child care among the poor, single-parent families, teenage mothers, and working women; (2) the trend toward employer-provided child care; and (3) the lack of training requirements for child care providers. The next sections consider the advantages and disadvantages of the following forms of child care: (1) childcare in one's own home; (2) family daycare; (3) group home care; (4) daycare centers; (5) proprietary centers; (6) franchise/commercial centers; (7) industry-sponsored centers; (8) cooperatives; and (9) public/government-run centers. After briefly reviewing trends in child care in other countries, the paper explains the concept of consumer-oriented, quality child care, which ensures that children are safe and well-nourished, that they have adequate space and learning materials, and that staff are trained in child development and teaching. Finally, the community college's roles as advocate/change agent, liaison, technical expert, and provider of services are discussed. Recommendations for colleges planning to offer child care are provided. (AJL)

FORMAT Position Paper; 24p.

TITLE ***Child Care Needs of Low-Income Families. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED308270 from FEIS.

ANNOTATION The purpose of this hearing was to review the current sources of funding for child care and to consider how best to meet the child care needs of poor working families. Twelve legislators and expert witnesses presented oral testimony and four others submitted written testimony. Most witnesses stated their position on the following proposed legislation: (1) the Child Care Services Improvement Act; (2) the Choices in Child Care Act; and (3) the Act for Better Child Care (ANC). Summary recommendations include the following: (1) make funds available to parents to pay for quality child care and to child care providers to improve programs; (2) encourage differential funding of day care programs based on the age of the children; (3) form interagency agreements to provide social services, nutrition, family support, health, and mental health services for chil-

dren in day-care, (4) reduce the tax burden on families and allow them to apply feueral child-care vouchers with a minimum of government regulation, (5) provide additional funding for partnerships among day-care providers, and (6) exempt religiously affiliated day-care providers from federal licensing. Statistical data are included in three tables and eight graphs. (FMW)

FORMAT Legal Material, 158p

TITLE ***Child Care. The Philip Morris Companies Inc. Family Survey II. (Full Report and Booklet.) A Survey of Public Concerns about the State of Children, Existing Child-Care Systems, and the Need for Action.***

DATE 89

DEVELOPER Philip Morris Inc., New York, NY

AVAILABILITY For a microfiche copy of this document order ED309834 from FEIS.

ANNOTATION A survey of public concerns about the state of children, child care systems, and the need for political action was conducted with a sample of 2,009 parents with young children and 2,041 without young children. Findings indicate that most Americans believe children in the U.S. are neglected and that the situation has grown worse. Americans are concerned about the way children under six are cared for while their parents work. They are convinced that the time has come to formulate a national child care policy. By a three-to-one margin, the public favors federal legislation dealing with child care issues. However, the public is about evenly divided on the issue of paying for new federal expenditures to implement programs called for in new legislation. The public believes that parents must be given the opportunity to choose the way their young children are cared for. Public views on policy formation, governmental role, provider salaries, employer role, care for children of mothers on welfare, and financial assistance to the poor using child care are also reported. This document provides a summary and complete reports of the survey. The summary report discusses background factors, patterns of child care, and the mandate for child care in the United States. The complete report describes the study and reports findings. Appendices include a description of the methodology, 141 pages of tables, and the questionnaire. (RH)

FORMAT Research Report, Statistical Material, 378p

TITLE ***Child Care: The Time Is Now.***

DATE 87

AVAILABILITY For a microfiche copy of this document order ED289633 from FEIS.

ANNOTATION Millions of children in the United States are left in inadequate day care situations every day or live in poverty because their parents cannot afford day care and therefore cannot work. The number of working mothers is rising, and these mothers deserve high quality day care and after-school care for their children. This publication lists important facts about day care in the United States, namely: (1) the American people support a public commitment to child care, (2) the current child care system in the United States does not meet the needs of working families, (3) many families simply cannot afford adequate child care, (4) child care is an essential part of helping parents become self-sufficient, (5) preschool programs help children become successful students and productive adults. In spite of the existence of tax credits, current federal support for families is extremely limited, especially since Title XX funds have been reduced. Child care standards are set by individual states, and their benefits vary widely. Thus the private sector, which includes the 70-member organizations of the Alliance for Better Child Care (ANC), is taking on a larger role in child care. The goal of ANC is to devise and implement a plan that would make affordable, appropriate, high-quality child care more readily available to working parents who need it. ANC has introduced into Congress a proposed Act for Better Child Care. A list of ANC members concludes the document. (SKC)

FORMAT Position Paper, 18p

TITLE ***Child Care: When We Care for Children. Issue Series Number 2.***

DATE 89

AUTHOR Mehnert, Barbara H., Ed.

AVAILABILITY For a microfiche copy of this document order ED305963 from FEIS.

ANNOTATION As the number of working women with young children continues to grow, the demand for affordable, high-quality child care increases as well. Existing licensed centers and family day care programs can only accommodate 2.5 million children, while 10.5 million children under the age of 6 have working mothers. The quality of child care programs has a definite and lasting effect on children's academic and social development, and the most important ingredients of that care are affection and respect in the interaction between the child and the child care provider. Many segments of society will need to work together to create a comprehensive system of quality care. Currently, an increasing number of companies are establishing work and family policies such as parental leave and more flexible time policies. Many assist their employees in paying for child care through flexible spending accounts, while others have initiated on-site child care centers. The federal government provides $6 billion in child care assistance and has recently introduced nearly 100 bills (including the Act for Better Child Care) which focus on or include some provisions for child care. State and local governments are also capable of making important contributions by assisting low-income parents and supporting quality centers. Ultimately, all who have a stake in quality child care must become involved. (AYC)

FORMAT Position Paper, Conference Paper, 18p

TITLE ***Day Care for Working Families Act of 1987. Hearing on S. 1271 to Provide Comprehensive Federal Assistance for Day Care, before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.***

DATE 87

AVAILABILITY For a microfiche copy of this document order ED290548 from FEIS.

ANNOTATION Recognizing the importance of the need for quality day care for children of working mothers, handicapped children, and children of low income families, the U.S. Senate Subcommittee on Labor and Human Resources met to address this issue in the Child Care Center of Owens Technical College, in Toledo, Ohio. The Subcommittee interviewed or heard prepared statements from over 30 people concerned with child care, including parents, faculty, and students of Owens Technical College, day care practitioners, women's group members, child care educators, representatives of government welfare and child care agencies, and representatives of Ohio community agencies. Testimony and statements stressed: (1) the need for day care while parents are receiving job training, (2) the importance of current model child care programs, (3) the poor pay and low

level of training of child care workers, (4) the low profits of day care centers, (5) problems with day care for the handicapped, (6) difficulties and inconsistencies of in-home day care, (7) the importance of improving upon federal child care support programs, and (8) the day care needs of low income families (An appendix to the testimony contains additional materials testifying to the need for affordable quality day care services.) (SKC)

FORMAT Legal Material, 131p

TITLE ***The Effects of Infant Day Care on Child Development.***

DATE 87

AUTHOR Avgar, Amy

AVAILABILITY For a microfiche copy of this document order ED291525 from FEIS

ANNOTATION Studies on the effects of early day care can be characterized according to two distinct research trends. In the first, which occurred during the 1960s and 1970s, the principal issue was whether day care had any inevitable and negative consequences for the child and, particularly, the mother-child attachment. The second, more recent, trend has been to investigate the individual, family, and institutional conditions that enhance the effects of nonmaternal care. A review of the evidence from these two research trends indicates that: (1) early day care experiences have no long-term effects on intellectual development, except for economically disadvantaged children, (2) some day-care-reared infants display more anxious or avoidant behavior than home-reared infants; (3) for certain children, early day-care experience is associated with heightened interaction with children and lower compliance with adults, and (4) attitudes and family circumstances associated with nonmaternal care, as well as the nature and quality of the caregiving, must be considered when accounting for consequences related to substitute care. These indications raise questions for a number of policy issues, including what policy initiatives deserve consideration. (PCB)

FORMAT Literature Review, 15p

TITLE ***"The 'Effects' of Infant Day Care Reconsidered" Reconsidered: Risks for Parents, Children and Researchers.***

DATE 87

AUTHOR Clarke-Stewart, K. Alison

DEVELOPER Office of Educational Research and Improvement (ED), Washington, DC.

AVAILABILITY For a microfiche copy of this document order ED290538 from FEIS

ANNOTATION In his article "The 'Effects' of Infant Day Care Reconsidered," Jay Belsky (see PS 017 108) concludes that maternal employment puts infants at risk for developing emotional insecurity and social maladjustment. After a review of Belsky's and other research, a different conclusion is offered in this paper. It is agreed that infants whose mothers work full time during their first year are more likely than infants of mothers who work part time or not at all to be classified as insecurely attached when such infants are observed with their mothers in Ainsworth's Strange Situation procedure. But the difference is not large, and it does not necessarily reflect emotional maladjustment. There is no clear evidence in the literature that day care places infants at risk. Belsky suggests that observed day care effects may be affected by day care quality; children's age, sex, and temperament; hours of separation from mother; overstimulation by mother; and congruence between mother's attitude and work status. There is no convincing evidence that these factors are involved. The mother's attitude toward the infant, her emotional accessibility and behavioral sensitivity, and her desire for independence (her own and the infant's) may be more important factors. Research is needed to assess and investigate such mediating factors. (PCB)

FORMAT Position Paper, 47p

TITLE ***Evaluation of Transitional Financial Assistance for Child Care Services for JTPA/PIC Recipients.***

DATE 89

AUTHOR Nunnelley, Jeanette C.; Hublar, Karen

AVAILABILITY For a microfiche copy of this document order ED309877 from FEIS

ANNOTATION A total of 195 clients of the Community Coordinated Child Care (4-C), Private Industry Council's (PIC) transitional child care assistance program were interviewed in an effort to evaluate the effectiveness of the program. The program was designed to allow participants the opportunity to succeed on the job and to continue to receive help in paying for child care. Information on the demographics of recipients and their families, length of training programs, wages, work schedules, and other variables was obtained. Findings indicate that the most successful clients tended to have participated in longer training programs, have fewer but younger children, be married, have worked more than 30 hours per week, and have earned more than $4.00 per hour. Those least successful were more likely to have received Aid for Families with Dependent Children (AFDC) when beginning their training programs. It was concluded that: (1) the program should be continued and studied further, (2) PIC participants with children needed careful counseling about wages and work schedules before accepting their first position after a training program, (3) intense case management of clients receiving AFDC would help enhance success rates, (4) the relationship between length of training programs and ultimate self-sufficiency warranted further examination, and (5) the study had particular significance for welfare reform. (Author/RH)

FORMAT Research Report, 16p

TITLE ***Failing America's Caregivers: A Status Report on Women Who Care.***

DATE 89

DEVELOPER American Federation of Federal, State, County, and Municipal Employees, Washington, DC; Charles H. Revson Foundation, Inc., New York, NY.

AVAILABILITY For a microfiche copy of this document order ED320059 from FEIS.

ANNOTATION This report provides and discusses current statistical indicators of the status of women caregivers in the United States. An introductory message from Lou Glasse, president of the Older Women's League, is included. Charts portraying the following caregiver statistics are presented and discussed: (1) percent of women over 18 who will be caregivers during their lifetime, (2) caregiver relationship to elderly care recipient, (3) days each week spent caregiving; (4) children and elderly as a percentage of total population, actual and projected, 1980-2040, (5) older Americans needing long-term care, 1980-2040; (6) actual and projected labor force participation rates for women and men aged 45-64, 1950-2000; (7) tasks performed by caregivers; (8) national support for national long-term care and child care programs; (9) women's income in comparison to men's; and (10) ways in which working caregivers to the elderly adjust work schedules to give care. (TE)

FORMAT Statistical Material; General Report, 13p

TITLE ***Juggling Jobs and Babies: America's Child Care Challenge. Population Trends and Public Policy, Number 12.***

DATE 87

AUTHOR O'Connell, Martin; Bloom, David E.

AVAILABILITY For a microfiche copy of this document order ED280561 from FEIS.

ANNOTATION The most remarkable trend in the U.S. labor force over the past 3 decades has been the entrance of more and more mothers of young children. In 1985, a total of 54 percent of the women with children under 6 years of age were working four times the 1950 level. This report summarizes recent trends in labor force participation and outlines some of the obstacles faced by working mothers as they attempt to juggle job and family responsibilities. It shows that the lack of affordable child care is probably preventing many poorly educated and low-income mothers from working at all, although they are the women who need jobs the most. Discussion focuses on (1) why more women are working, (2) documenting the trends, (3) combining family and jobs, (4) balancing personal and professional lives, (5) caring for children at work, (6) characteristics of the young mother, the delayed childbearer, the unmarried mother, and the young single mother, (7) child care problems, (8) actual child care choices working mothers make, (9) the increasing demand for child care services, (10) the child care industry, (11) public policy issues, and (12) the outlook for the future. The report is illustrated with black and white photographs and color charts. (RH)

FORMAT Statistical Material; Position Paper; 20p.

TITLE ***Mixing Careers and Child Rearing. Background Paper No. 31.***

DATE 89

AUTHOR Rodgers, Charles S.; Rodgers, Francene S.

DEVELOPER Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.

AVAILABILITY For a microfiche copy of this document order ED317699 from FEIS.

ANNOTATION The issue of combining careers and child rearing has come into public consciousness because so many more women with children now work. This means that there are many more families where both parents work. Women are voicing a growing sense of disillusionment regarding earnings, occupational segregation, child care difficulties, and performing two full-time jobs. They are dropping out of promising careers and starting their own businesses. Barriers to combining career and child rearing include standard business practices, such as the lack of schedule flexibility; entry barriers, such as finding child care; and hours of work. The average employed married woman with children works the equivalent of more than two full-time jobs. Men are experiencing the tradeoffs of combining career and child rearing at an increasing rate, but still significantly less than their spouses. If women cannot participate in the labor force to their fullest capacity, the marketplace is deprived of some of its most productive workers. Fertility in the United States has declined dramatically. Given the demands of careers and the costs of children to careers, many women and men appear to be making an explicit choice between career and child rearing. Policy implications for dependent care, employer flexibility, and management sensitivity are discussed, a research agenda is identified, and 39 references are included. (CML)

FORMAT Literature Review; 40p.

TITLE ***Over a Barrel: Working Mothers Talk about Child Care.***

DATE 87

AUTHOR Zinsser, Caroline.

DEVELOPER Ford Foundation, New York, N.Y.; New York State Department of Social Services, Albany.

AVAILABILITY For a microfiche copy of this document order ED289581 from FEIS.

ANNOTATION Transcribed audiotapes were analyzed to identify themes and patterns of perception in the opinions of 24 working mothers who discussed their employment, child care arrangements, and families. Parents in four discussion groups spoke freely. Their comments are reported in sections focusing on parents' choice of child care arrangements, methods used to choose child care arrangements, ways in which parents combine child care and work, parents' problems with child care arrangements, and the changing patterns of child care. Findings show that parents operate on assumptions that do not necessarily correspond to the realities of child care policy, and policymakers operate on assumptions that often do not correspond to the realities of family life. It is concluded that the discontinuities revealed in the data reflect the fact that neither national nor statewide systems of child care presently exist; what does exist is a patchwork of different rules and regulations which apply to different situations under varying circumstances, but not comprehensively. Policymakers' recourse to expediency has led to confusion rather than a coherent overall plan for providing parents with adequate child care. Recommendations for social policy are offered. (RH)

FORMAT Research Report; 57p.

TITLE ***Relations between Early Child Care and Schooling.***

AUTHOR Howes, Carollee.

JOURNAL Developmental Psychology; v24 n1 p53-57 Jan 1988.

ANNOTATION Examines relations between aspects of early child care (age entered, full- or part-time structure and number of child-care arrangements and their quality) and school adjustment. Maternal education was found to be more closely associated with children's school adjustment than maternal employment, marital status, or aspects of child care. (PCB)

TITLE ***Women, Work and Child Care.***

DATE 89

AUTHOR Mercer, Elizabeth.

DEVELOPER Ford Foundation, New York, NY.

AVAILABILITY For a microfiche copy of this document order ED307494 from FEIS.

ANNOTATION This fact sheet provides an array of statistical data on working mothers, such as the need for child care, child care providers, who supports child care, and work and family. Data sources include a number of federal government and private organizations. Among the statistics highlighted are the following: (1) in 1988, 65 percent of all women with children under 18 worked outside the home, (2) one in every four mothers in the work force maintains her own family; (3) 60 percent of all children had working mothers in 1988, (4) by the year 2000, 80 percent of women in their prime childbearing years (25-44) will be in the labor force, (5) 11.3 million children under 6 have working mothers, (6) approximately 3 million people, mostly women, are employed as child care providers, (7) many providers working in child care centers do not receive benefits, (8) child care workers rank in the lowest 10 percent of wage earners in the

United States, (9) staff turnover rates in child care centers and day care homes are between 35–60 percent per year, (10) the United States has no comprehensive child care policy—federal and state governments and labor unions offer some assistance to providers and parents, (11) child care is a family's fourth largest expense, after housing, food, and taxes, (12) the cost of child care precludes some women from working, and (13) child care and parental leave initiatives have been introduced in Congress. (The document also includes an outline of high-quality day care practices.) (KC)

FORMAT: Statistical Material, 5p

TITLE: ***Work and Family Responsibilities: Achieving a Balance. A Program Paper of the Ford Foundation.***

DATE: 89

AVAILABILITY: For a microfiche copy of this document order ED307366 from FEIS.

ANNOTATION: The relationship between work and family is an issue of growing concern in the United States. The increasing participation of women in the labor force has created new demands for services, especially for low-income families, to offset women's dual responsibilities at work and home. This paper describes a Ford Foundation program to study the status of the workplace in American family life, with the following aims: (1) to broaden the knowledge base on men's and women's roles and their relation to work; (2) to provide models of employer benefit policies and work arrangements; (3) to monitor federal and state policies requiring family benefits; and (4) to promote discussion and exchange on work and family issues. The paper provides an overview of shifts in employment patterns and examines the changing roles of men and women in the workplace. The following family-responsive programs are described: (1) medical leave, including pregnancy disability; (2) family leave, including parental leave; (3) child care; (4) elder care; (5) alternative work schedules; and (6) flexible benefit programs. The paper concludes with a detailed discussion of the four-pronged approach of the Ford Foundation program. A list of 18 references is included. An appendix lists Ford Foundation grants to study work and family issues for 1987–88. (AF)

FORMAT: Research Report, Position Paper, 46p

Income

TITLE: ***Determinants of Poverty among Rural and Urban Women Who Live Alone.***

AUTHOR: Slesinger, Doris P., Cautley, Eleanor

JOURNAL: Rural Sociology, v53 n3 p307–20 Fall 1988

ANNOTATION: Examines poverty levels of young and elderly women who live alone. Of all elderly women, 30 percent are in poverty compared with 21 percent of single young women. Variables include participation in the labor force, education, age, benefits, and ethnicity. Women in rural areas are more likely to be in poverty. (Author/TES)

TITLE: ***Family Incomes in the 1980s: New Pressure on Wives, Husbands, and Young Adults. Working Paper No. 103.***

DATE: 88

AUTHOR: Rose, Stephen, Fasenfest, David

AVAILABILITY: For a microfiche copy of this document order ED311248 from FEIS.

ANNOTATION: This study examined family income developments between 1979 (the last business cycle peak) and 1986 (the latest year for which comprehensive data were available). The analyses were based on the 1980 and 1987 Current Population Survey March Supplement Data collected by and made available through the Bureau of the Census (and therefore dealing with income for 1979 and 1986). An adjusted Consumer Price Index (CPI) was used as an inflation index (technically, the CPI-U-XI). The analysis identified four major trends: (1) slow and monopolized income growth—recent income growth has been significantly slower than that of the 1950s, 1960s, and 1970s, and those who are well-off received the lion's share of recent income growth; (2) increasing participation of married women in the paid labor force; (3) flat earnings/increasing property and transfer income; and (4) increased poverty rates for children and young adults. The study concluded that some 40 percent of U.S. families have lost income since 1979, and another 20 percent maintained roughly stable incomes only because wives have had to work harder in order to compensate for the falling wages of their husbands. The study also confirmed that this is not simply a problem of older blue-collar workers in a few declining industries, as is often alleged. Young men and young women have lost ground relative to older families, which in turn is reflected in their eroding educational and home ownership status. It is also reflected in the widening phenomenon of adult children who are returning home as dependents of their parents. (A 16-item list of endnotes is attached.) (NLL)

FORMAT: Research Report, Literature Review, 26p

TITLE: ***Family Status and the Gendered Distribution of Retirement Income.***

DATE: 90

AUTHOR: Meyer, Madonna Harrington

ANNOTATION: To understand the gendered distribution of retirement income in the United States, the supposedly gender-neutral eligibility and benefit structures of three major sources of retirement income are explored: Social Security, private pensions, and individual retirement accounts. These retirement income programs penalize women as secondary wage-earners or traditional homemakers by: (1) linking retirement income to the gendered structure of working wages; (2) failing to recognize nonwaged domestic labor as work; and (3) conceptualizing family status as permanent rather than transient. The implications for feminist theory are addressed. This analysis suggests that both liberal and socialist feminist perspectives are correct in asserting that reproductive labor interferes with women's participation in the waged labor market, leaving women economically disadvantaged under existing structures of retirement income. However, by demanding a broader definition of work, one that would include both productive and reproductive labor, socialist feminists go beyond the liberal perspective in seeking to restructure the rules of retirement income. Even so, the socialist feminist perspective's emphasis on class relations prevents it from adequately explaining the differential effects of marital status for older men and women. Only a feminist perspective that acknowledges how gender relations transcend class relations can reveal the link between family status and the gendered distribution of retirement income. **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

FORMAT: Research Report, page counts not available

20 BEST COPY AVAILABLE

TITLE: ***Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.***

DATE: 90

AVAILABILITY: For a microfiche copy of this document order ED318908 from FEIS.

ANNOTATION: Millions of women face bleak retirement futures. In 40 years, when today's 25-year-olds retire, fewer women will be retiring married, therefore, fewer will have access to a husband's retirement income. Young women continue to face a future of significantly lower wages. Caregiving responsibilities continue to fall predominantly on women's shoulders. A lifetime homemaker has no Social Security protection in her own right. A divorced spouse becomes financially better off after her former spouse dies, because a widow receives 100 percent of her deceased husband's benefit. Lower wages prompt single and divorced women to draw their benefits early, which actuarily reduces their benefits. Among retired workers receiving Social Security benefits on their own work records, the average male receives nearly 25 percent more than does the average female. Women are penalized in pension coverage due to job mobility, leaving to assume family obligations, and working in small businesses and for lower pay. Disabled women have a difficult time qualifying for benefits. Fewer women than men participate in private individual retirement accounts (IRAs). Married working women and homemakers are penalized by IRA laws. (A 29-item list of sources is included.) (CML)

FORMAT: Statistical Material, 13p.

TITLE: ***Household Composition Change and Economic Welfare Inequality: 1960 to 1980. CDE Working Paper 88-18.***

DATE: 88

AUTHOR: Wojtkiewicz, Roger A.

AVAILABILITY: For a microfiche copy of this document order ED302599 from FEIS.

ANNOTATION: This paper considers the following dimensions of the change in household composition of the United States population between 1960 and 1980: (1) a decrease in the number of households headed by a couple; and (2) a decrease in the number of children per household. Examination of census figures from 1960, 1970, and 1980 reveals that blacks and whites both experienced these shifts, as did both males and females. The shifts were larger for blacks than for whites. The number of female-headed black households increased, and this acted to increase racial economic inequality. However, the decrease in the number of children per household acted to decrease racial inequality. As a result, the level of racial economic inequality remained constant. Economic welfare inequality increased between black males and females, but not between white males and females. The primary cause of sexual economic inequality, particularly for blacks and whites aged 20 to 39, was the increase of households headed by a single person. Inequality between black and white females was due to household composition changes. Because of the shift to female-headed households, black children became worse off than white children, females aged 20 to 39 became worse off than similar males, and black women became worse off than white women. Blacks would have become much worse off than whites if it were not for the decrease in the birth rate. Data are presented in 12 tables. A brief list of references is included. (BJV)

FORMAT: Research Report, Conference Paper, 42p.

TITLE: ***Mothers, Children, and Low-Wage Work: The Ability to Earn a Family Wage.***

DATE: 90

AUTHOR: Spalter-Roth, Roberta M.; Hartmann, Heidi I.; Andrews, Linda M.

AVAILABILITY: Institute for Women's Policy Research, 1400 20th St NW, Washington, DC 20036

ANNOTATION: An examination of the ability of women workers to earn a family wage (i.e., a wage that could support the worker, two children, and the child care and household production services of a housewife or a housewife substitute), using data from the 1984 Survey of Income and Program Participation, a nationally representative panel survey of approximately 64,000 persons. Women's wage levels are analyzed by race, ethnicity, and responsibility for children; children's poverty by the number of earners in the family; and the receipt of government income support programs and benefits by family type. Findings reveal that 50 percent of all women do not earn enough to support a family at an adequate level, even if they work full time, full year. About 50 percent of these women have children to support, & about 25 percent are the sole earners in their families; of this latter group, about 40 percent live in families receiving some form of government income support or benefits. Logistic regression identifies factors that increase the odds that women will earn an adequate wage, including human capital factors (e.g., education and work experience) and structural factors (e.g., working in public administration and in large nonservice sector firms). Union membership more than doubles white, black, and Hispanic women's odds of earning an adequate wage. These findings suggest the necessity of policies that increase women workers' skills and encourage them to work in higher-wage industries and occupations, enhance their ability to continue on the job while caring for children, and organize and bargain collectively. **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

FORMAT: Statistical Material, Research Report, page counts not available.

TITLE: ***Poverty in Female-headed Households: Residential Differences.***

AUTHOR: McLaughlin, Diane K.; Sachs, Carolyn.

JOURNAL: Rural Sociology, v53 n3 p287-306 Fall 1988.

ANNOTATION: Examines how individual characteristics and the employment opportunity structure vary for female-headed households in urban and nonmetropolitan areas. Finds little difference by residence on characteristics that influence poverty status. Employed nonmetropolitan women are more likely to have poverty incomes while opportunities for female-headed nonmetropolitan households were fewer. (Author/TES)

TITLE: ***U.S. Children and Their Families: Current Conditions and Recent Trends, 1989. A Report Together with Additional Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.***

DATE: 89

DEVELOPER: National Science Foundation, Washington, DC. Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.

AVAILABILITY: For a microfiche copy of this document order ED314158 from FEIS.

ANNOTATION: This report examines the status of America's children and families in 1989, and confirms that major demographic, social, and economic changes during the past two decades have had profound effects on individual and family life. After an introduction, contents organized in 125 subsections focus on numerous dimensions of population and residence, family environment, parental employment and child care, income and economic well-being, education, health, behavior, attitudes, and government programs affecting children. At least 125 tables of data are included in the topical subsections. It is maintained that as children decline as a proportion of the American population, their lives become more precious, and policymakers' responsibility to them becomes even greater. It is concluded that if policymakers do not become motivated to promote policies that can reverse today's alarming trends, they will enter the 21st century besieged by the negative effects of their failure. Additional views taking exception to this conclusion are included. (RH)

FORMAT: Research Report; Statistical Material; 296p.

TITLE: ***Vocational-Technical Education and the Economics of Poverty.***

AUTHOR: Hobbs, Addison S.

JOURNAL: Vocational Education Journal; v64 n4 p29–31 May 1989.

ANNOTATION: The most effective way to attack poverty is to counter the unemployment that suppresses personal income and purchasing power. Access to vocational programs is critical in view of the shrinking number of good jobs that do not require a high level of general academic skills.

TITLE: ***The Wage Differential between Men and Women: Explaining Recent Changes in Industrialized Nations.***

DATE: 90

AUTHOR: Gill, Sandra K.; Fletcher, Jean W.

AVAILABILITY: Gettysburg College, Department of Sociology, Gettysburg, PA 17325.

ANNOTATION: Statistical data from the Organization for Economic Cooperation and Development and the International Labor Office are used to examine changes in the female/male ratios in nineteen industrialized countries between 1970 and 1980. Explanatory variables suggested by sociological and economic theory—including changes in the labor force participation rates of women, educational level of women, proportion of trade union membership that is female, and union density—are introduced in an attempt to account for the differing rates of change in the female/male wage ratio. It is concluded that industrialized countries with strong trade unions have experienced greater reductions in the female/male wage ratio. **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

FORMAT: Research Report; page counts not available.

Minorities

TITLE: ***African-American Women in the Economic Marketplace: A Continuing Struggle.***

AUTHOR: Aldridge, Dolores P.

JOURNAL: Journal of Black Studies; v20 n2 p129–54 Dec 1989.

ANNOTATION: Examines the occupational status, educational attainment, earnings, and level of business ownership of black women since 1910. Discusses the following trends: (1) concentration in low-level occupations; (2) slow increases among professional and technical occupations; (3) minimal business ownership; and (4) increased incomes compared to white and black men during the 1970s. (FMW)

TITLE: ***Black Women in the Emerging Services Economy.***

AUTHOR: Woody, Bette.

JOURNAL: Sex Roles; v21 n1–2 p45–67 July 1989.

ANNOTATION: In the current debate about low-wage work & poverty, little attention has been paid to causes of basic economic structural change with the shift from a manufacturing to a service economy. Black women, a key segment of the low-wage work force, have both gained and lost in this change. As the lowest paid, lowest status work force in the economy, black women benefited by a move out of domestic-services employment where they had been restricted for more than a century. But static wages, high rates of part-time work, and a continuing overconcentration in new by marginal services-job systems have created a crisis for personal income and black family support. The growing "feminization of poverty" is the product of the growth of a subculture of low-wage work. Only through serious attention to the use of collective bargaining and equal opportunity regulations on behalf of this work force are these trends likely to be reversed in the 1990s. Eleven Tables, 28 References. AA **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

TITLE: ***Exploding the Myth of African-American Progress.***

AUTHOR: Geschwender, James A.; Carroll-Sequin, Rita.

JOURNAL: Signs: Journal of Women in Culture and Society; v15 n2 p285–99 Win 1990.

ANNOTATION: Discusses errors in appraisals of African-Americans economic progress in recent history, in order to show that African-Americans have made little progress toward achieving economic equality. Considers the changing roles of African-American and European American women in the labor market as vital to interpreting economic status trends. (JS)

TITLE: ***Fact Sheets on Working Women.***

DATE: 88

AVAILABILITY: For a microfiche copy of this document order ED299401 from FEIS.

ANNOTATION: These four fact sheets address a number of issues relating to women in the work force. The first, "An Overview of Women in the Work Force," offers a look at the numbers of women in the labor force, the occupational categories represented by women workers, women in professional and nonprofessional occupations, and women in nontraditional occupations. The following types of statistics are also provided: marital status, working mothers, heads of households, educational level, earnings, and union membership. The fact sheet, "An Overview of Women of Color in the Work Force," presents figures on numbers of minority women in the work force, occupational categories, earnings, unemployment rates, heads of households, working women with children, and union membership. The fact sheet, "Women, Work, and Poverty," provides statistics on working women in poverty, working women in poverty with children, heads of households, benefits, income, educational attainment, and working women in poverty earning minimum wage. The fourth fact sheet, "Secretaries and Clerical Workers," offers a look at the numbers of women employed in clerical occupations, their earnings, salary-wage differentials for female and male clerical workers, temporary

workers, home-based clerical workers, and union membership of workers in clerical occupations. Information is also provided on hazards of working with video display terminals and barriers to advancement in clerical occupations. (YLB)

FORMAT: General Report, Statistical Material, 10p.

TITLE: ***The Feminization of Poverty among Hispanic Households.***

DATE: 88

AUTHOR: Trevino, Fernando M.; And Others

AVAILABILITY: For a microfiche copy of this document order ED316623 from FEIS.

ANNOTATION: This study examines characteristics of Hispanic females in single- and dual-headed households in an effort to understand the impact of the feminization of poverty on Hispanic Americans of Mexican, Cuban, and Puerto Rican origin. The following aspects of these women are examined: sociodemographic characteristics, language of interview, education level, income level, federal aid receipt, and health characteristics. Results indicate that women from single-headed households were more likely to be middle-aged, and more likely to be divorced or separated rather than widowed or never married. No significant differences were found between the two groups with regard to language of interview or education level. Mexican-American single female heads of household were more likely to live in poverty than were females of dual-headed households. Results reveal that almost two-thirds of all Mexican-American female-headed households have incomes below the federal poverty level. Despite these findings, few single females were receiving Aid to Families with Dependent Children, but more than half had received food stamps in the 12 months prior to the interview. Single-female-headed households were much less likely to have private health insurance. Single female heads of household indicated that they encountered barriers to health care. Fifteen figures and 12 references are included. (JS)

FORMAT: Research Report, Conference Paper, 33p.

TITLE: ***Paradoxes in Black Economic Progress: Incomes, Families, and the Underclass.***

AUTHOR: Mincy, Ronald B.

JOURNAL: Journal of Negro Education, v58 n3 p255-69 Sum 1989

ANNOTATION: Reviews trends in black economic progress and compares data for black and white families. Describes how structural changes in families and income inequalities are symptoms of a growing black underclass. Calls for policies to reduce joblessness among underclass men and increase child support by absentee fathers. (MW)

TITLE: ***Sources of Earnings Inequality in the Black and White Female Labor Forces.***

DATE: 89

AUTHOR: Smith, Shelley A.

AVAILABILITY: University of South Carolina, Columbia, SC 29208

ANNOTATION: Earnings inequality in the black and white female labor forces is examined using Current Population Survey data for women employed full time from 1975 to 1986. Inequality is revealed using three measures of inequality; results are decomposed into between- and within-sector and occupation differences, and earnings functions are estimated to locate change over time in returns to sectors and occupations. Although most rising inequality is attributable to variations within sector and occupations, the between-group component differentiates between the two groups of women. For both groups, the contributions to inequality of sector & occupational differences declined over the twelve-year interval. For white women only, private sector earnings rose relative to the federal sector. The declining role of occupational differences is, for white women, due to shifts into occupations experiencing earning increases. For black women, occupational differences are diminishing due primarily to a clustering of women in middle-range earnings occupations. **(Copyright 1989, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

FORMAT: Research Report, page counts not available

TITLE: ***Still Far from the Dream: Recent Developments in Black Income, Employment, and Poverty.***

DATE: 88

AVAILABILITY: For a microfiche copy of this document order ED300476 from FEIS.

ANNOTATION: This document presents statistics on black income, employment, and poverty in 1987. The black poverty rate rose significantly in 1987, from 31.1 percent to 33.1 percent; the white poverty rate fell from 11 percent to 10.5 percent. The poverty rate for black children under age 18 reached 45.6 percent; for those under age six the poverty rate reached 49 percent. Black female-headed families are four times more likely to be poor as black married-couple families. Increases in poverty have been especially sharp among young families, among those without a college education, and among blacks in the Midwest. The black poverty rate has been higher under the Reagan administration than under its predecessors. Not only have black poverty rates risen, but those black households that are poor have fallen deeper into poverty. The median income of the black family was stagnant in 1987, while that of the white family rose. Income disparities between black and white families have grown since the late 1970s in all regions of the country except the West, but most acutely in the Midwest. In 1987 the gap between upper and lower income families in the nation reached its widest point in 40 years; this is true also within the black community. While black unemployment has declined markedly during the current economic recovery, it has fallen less than has white unemployment, and the gap between black and white unemployment rates has widened. The federal budget reductions in programs for people with low incomes disproportionately affected blacks, and are probably linked to the increases in black poverty, especially among families with children. Tables and figures illustrate the data. An appendix reviews the declining impact of government benefit programs in removing black families from poverty. (BJV)

FORMAT: Statistical Material, 66p.

TITLE: ***Women and Minority Workers in the New Economy: Optimistic, Pessimistic, and Mixed Scenarios.***

AUTHOR: Sullivan, Teresa A.

JOURNAL: Work and Occupations, v16 n4 p393-415 Nov 1989

ANNOTATION: Two scenarios, one optimistic and one pessimistic, contrast the effects of the "new economy." The optimistic scenario assumes that a "leading edge" of women and minorities will be recruited for new and better jobs. Persistence of the traditional labor force position of women and minorities generates the pessimistic scenario. The two scenarios are used to

derive three predictions about the number and content of jobs in the new economy and the demographic compositions of those employed. United States Bureau of Labor Statistics data on the composition of growing and declining occupations suggest that the pessimistic scenario is more likely, but employment outcomes probably will depend crucially on management decisions and organizational issues. Three tables, 32 references. (Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).

TITLE: ***The Work and Family Responsibilities of Black Women Single Parents. Working Paper No. 148.***

DATE: 85

AUTHOR: Malson, Michelene R.; Woody, Bette

DEVELOPER: National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, NY; National Institute of Mental Health (DHEW), Rockville, MD.

AVAILABILITY: For a microfiche copy of this document order ED281924 from FEIS.

ANNOTATION: One aspect of the general rise in the number of single parent households is the high proportion of them that are headed by black women. Black families headed by women tend to be larger and are more likely to be impoverished. Contrary to popular belief, many black single mothers considered poor are employed women, not recipients of welfare. An analysis of data concerning 310,874 black women taken from the Current Population Survey of March, 1982, revealed these findings, among others: (1) the majority of black women who work and head households are poor; (2) these women have a demonstrated commitment to the labor force in spite of earning very low wages; (3) their poverty status is attributed to their segregation in low-status, low-paying jobs; (4) their economic viability is highly dependent on the wages they earn and unlikely to be supplemented by public assistance (welfare), health benefits, child support payments, or other earnings; (5) the family responsibilities of black working women who are poor are difficult to meet, given their dependents and the limitations of economic resources. Five statistical tables and a bibliography are included. (KH)

FORMAT: Statistical Material; Research Report; 22p.

Nontraditional Occupations

TITLE: ***Community-Based Training for Reentry Women in Nontraditional Occupations.***

AUTHOR: Howell, Ruth S.; Schwartz, Helen

JOURNAL: New Directions for Continuing Education, n39 p65-77 Fall 1988.

ANNOTATION: Community-based organizations provide special services and opportunities to women training for nontraditional occupations. (JOW)

TITLE: ***Effects of Successful Female Role Models on Young Women's Attitudes toward Traditionally Male Careers.***

DATE: 89

AUTHOR: Johnson, Jean

AVAILABILITY: For a microfiche copy of this document order ED308822 from FEIS.

ANNOTATION: A study was conducted to examine the effects on young women of reading about nontraditional role models in the sciences and engineering, and discussing various aspects of participating in science and engineering careers with a trained instructor. Subjects for the study were 153 female students enrolled in advanced, elective science courses (10th through 12th grade) at a suburban high school in the Phoenix, Arizona, metropolitan area. All participants had completed two to seven semesters of study in both mathematics and science, nearly all planned to pursue a college undergraduate degree, and many aspired to do graduate work. Their attitudes toward careers were expected to become more positive with regard to appropriateness for both men and women, their level of interest, and confidence in their ability to be successful. The subjects were also expected to be able to generalize to careers that were not included in the experiment. In general, findings indicate that: a significant positive change in confidence occurred in the experimental group across all eight careers surveyed in the posttest phase; the generalization effect did take place; young women's attitudes toward the appropriateness of careers for both sexes were not modified; and there was no significant difference between experimental and control groups in terms of increased interest in careers. Some factors to be considered in future studies of this nature are suggested. (25 references) (CGD)

FORMAT: Research Report; Conference Paper; 22p.

TITLE: ***Encouraging Women's Motivation for Nontraditional Career and Lifestyle Options: A Model for Assessment and Intervention.***

AUTHOR: Brooks, Linda

JOURNAL: Journal of Career Development, v14 n4 p223-41 Sum 1988.

ANNOTATION: Proposes that an Expectancy-Valence model of motivation provides a promising framework for motivating women to consider a wider variety of career options. Explains expectancy theory and discusses how the model can be used to understand women's inclinations toward nontraditional options. (JOW)

TITLE: ***Enhancing Women's Access to the Skilled Trades.***

DATE: 89

AUTHOR: Sutley, Amy N.; And Others

AVAILABILITY: For a microfiche copy of this document order ED308339 from FEIS.

ANNOTATION: This document consists of a description of the Apprenticeship Linkage Program, serving the greater Bloomington, Indiana, area, and a report of a qualitative research study of that program. The program, which was intended to prepare single parents and homemakers to become qualified applicants for apprenticeship training programs, consisted of 30 hours of classroom experience over an 11-week period. Phase I of the experience was devoted to individual assessment, career decision making, apprenticeship and skilled-trade information, and discussions on issues women face working in a male environment. Phase II included actual vocational education classes. The program description provides information on the development of the program, including its four components (life skills, career development, vocational education, and preapprenticeship) that constitute the services and activities offered; formal recruitment efforts; efforts to forge linkages between participants and professionals and community services providers; program funding; and the advantages of focusing on community, not university, resources. The explanation of the research methodology of the qualitative study includes a list of the procedures implemented to ensure credibility of the case study. The results of the study appear in a sec-

tion called Respondents' Constructions. The document concludes with short profiles of the authors. (CML).

FORMAT: Project Description; Research Report; 20p.

TITLE: ***Evaluating a Women's Careers Convention: Methods, Results and Implications.***

AUTHOR: Pilcher, Jane; And Others.

JOURNAL: Research Papers in Education; v4 n1 p57-76 Mar 1989.

ANNOTATION: Data are presented on the reactions of 512 secondary girls to a Women's Training Roadshow, a two-day career convention designed to encourage girls and women to consider nontraditional careers. Findings indicate that while students enjoyed and learned from the convention, the majority remained attached to traditionally female jobs for themselves. (IAH).

TITLE: ***Influences on Women's Entry into Male-Dominated Occupations.***

AUTHOR: Ethington, Corinna A.; And Others.

JOURNAL: Higher Education; v17 n5 p545-62 1988.

ANNOTATION: An examination of women's entry into male-dominated occupations in the United States looks at the influence of federal and other legislation opening access to higher education, pre-enrollment student characteristics, organizational attributes of the college or university, student performance and experiences in higher education, and attributes of the employing organization. (Author/MSE).

TITLE: ***Influences on Women's Entry into Male-Dominated Occupations. ASHE 1987 Annual Meeting Paper.***

DATE: 87.

AUTHOR: Ethington, Corinna A.; And Others.

AVAILABILITY: For a microfiche copy of this document order ED281450 from FEIS.

ANNOTATION: A causal model was employed to determine the way colleges influence the entry of women into predominately male occupations. The model proposes four main influences on women's attainment of careers in predominately male occupations: (1) initial or pre-enrollment student characteristics; (2) structural or organizational attributes of the college; (3) student performance and experiences during college; and (4) attributes of the employing organization. The model identifies the relative influence of the collegiate experience in relation to precollege and post-college considerations. Paths by which women attain entry into traditionally male-dominated science and nonscience professions have distinguishing features that are evident in the predictor variables of the model. For example, women's entry into more male-dominated nonscience careers is enhanced by coming from more affluent families, attendance at more selective colleges, and employment in private organizations. Entry into more male-dominated science professions is enhanced by stronger high school and college academic performance, going to public colleges and assuming leadership, and attaining graduate degrees. (SW).

FORMAT: Conference Paper; 40p.

TITLE: ***Informing Students about Nontraditional Careers: A Resource Manual.***

DATE: 87.

AUTHOR: Engelbrecht, Jo Ann; And Others.

DEVELOPER: Texas Education Agency, Austin.

AVAILABILITY: For a microfiche copy of this document order ED303658 from FEIS.

ANNOTATION: This manual is intended to assist personnel at the local level in achieving equity in vocational education. It presents a planning model for sex equity programs and provides information about nontraditional careers, suggested strategies for informing students about nontraditional careers, and resources useful in developing a program to inform students about nontraditional careers. Chapter I presents the rationale for providing individuals with information about nontraditional careers. Chapter II discusses the five phases in the awareness process through which educators move in their progress toward sex-fair teaching. Chapter III contains the planning model for sex equity programs. It addresses needs assessment, administrative support, identification of areas of impact, and obtaining resources. Chapter IV highlights strategies for administrators, counselors, and teachers to use to increase student awareness and knowledge of nontraditional options. Chapter V lists sources of equity and nontraditional materials, briefly describes selected equity materials, lists selected media available in the area, and contains a glossary of terms. Chapter VI lists projects in equity and nontraditional careers in Texas and names, addresses, and telephone numbers of equal access or equity coordinators of each state. Appendices include a table of estimated annual salaries of 148 occupations and sample materials field-tested by teachers. (YLB).

FORMAT: Teaching Guide; 121p.

TITLE: ***Job Satisfaction of Women in Nontraditional Occupations.***

AUTHOR: Stewart, Hester R.

JOURNAL: Journal of Employment Counseling; v26 n1 p26-34 Mar 1989.

ANNOTATION: Investigates factors influencing job satisfaction of 217 women working in 51 nontraditional occupations. Explores the unique occupational experiences confronted by women in nontraditional occupations. Identifies job location, job awareness and changes, work and family roles, income and earnings, and preparation for a job as important pre-employment considerations for the entry-level worker in nontraditional areas. (Author/BHK).

TITLE: ***Longitudinal Changes in Women's Career Aspirations: Developmental or Historical.***

AUTHOR: Harmon, Lenore W.

JOURNAL: Journal of Vocational Behavior; v35 n1 p46-63 Aug 1989.

ANNOTATION: Compares developmental and historical influences in career aspirations of college women using longitudinal and cross-sectional data. Hypothesizes that no response differences exist between older survey group (N = 74) and younger group (N = 255) when college freshman responses were compared (developmental), nor between survey respondents in 1981 and 1983 (historical). Finds historical and developmental influences in women's career development. (Author/CM).

TITLE: ***Looking for More Than a Few Good Women in Traditionally Male Fields.***

DATE: 87.

AUTHOR: Ehrhart, Julie Kuhn; Sandler, Bernice R.

AVAILABILITY: For a microfiche copy of this document order ED282476 from FEIS.

ANNOTATION: Reasons why more women are not studying and completing degrees in traditionally male fields are discussed, along with what can be done by colleges to help remedy the situation. A focus of attention is the academic and social environment experienced by women students in traditionally male college programs. In addition, precollege experiences for women are briefly examined, including socialization away from "male" interests, and encouragement or discouragement by parents, teachers, and counselors. Special concerns of minority women, older women, and disabled women are also addressed. Sources of information include: empirical studies of students at all educational levels; campus reports and surveys; interviews with college personnel and faculty involved in programs to attract and retain women in traditionally male fields; and responses to a "call for information" issued by the Project on the Status and Education of Women. Recommendations for recruiting and retaining women in traditionally male programs are provided, along with an institutional self-evaluation checklist, a bibliography, and a list of resource organizations, including the address, phone number, and contact persons. (SW)

FORMAT: Position Paper; 25p.

TITLE: ***Measuring the Pay Disparity between Typically Female Occupations and Other Jobs: A Bivariate Selectivity Approach.***

AUTHOR: Sorensen, Elaine.

JOURNAL: Industrial and Labor Relations Review; v42 n4 p624-39 Jul 1989.

ANNOTATION: A study found that women in female-dominated jobs earned 6 to 15 percent less than women with the same characteristics in other occupations. These results support the hypothesis that women are crowded into "female" jobs because of employer discrimination, resulting in lower wages for these jobs. (JOW)

TITLE: ***NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women.***

DATE: 87

AUTHOR: Kohler, Judith.

DEVELOPER: Illinois State Board of Education, Springfield. Department of Adult, Vocational, and Technical Education; Women's Bureau (DOL), Washington, DC.

AVAILABILITY: For a microfiche copy of this document order ED291899 from FEIS.

ANNOTATION: This manual is designed for social service agencies, educational institutions, and other organizations who want to strengthen their programming for economically disadvantaged teenage girls and young women. It provides materials for the development and implementation of NEW PASS, a unique career awareness program that uses nontraditional employment exploration as a vehicle to build life-planning skills and motivate adolescent girls and teen mothers to avoid early and/or additional pregnancy. The program is directed toward young women aged 14 to 19. The manual covers the reasons for sponsoring a nontraditional career awareness program for economically disadvantaged girls; decisions to make before starting (choosing a sponsor, selecting a site, recruiting participants, adapting the curriculum), and strategies for success. A section on planning the program and getting started considers logistics, staffing consideration, locating resources, and evaluating the program. An overview of the NEW PASS curriculum is presented, followed by detailed guidelines for each of the 20 two-hour sessions. These components are provided for each of the sessions in the curriculum: objectives, key concepts, activities, and suggested resources. Some materials used in the sessions are appended. (YLB)

FORMAT: Teaching Guide; 75p.

TITLE: ***Nontraditional Occupations: A Status Report. Trends and Issues Alerts.***

DATE: 89

AUTHOR: Imel, Susan.

DEVELOPER: Office of Educational Research and Improvement (ED), Washington, DC.

AVAILABILITY: For a microfiche copy of this document, order ED304564 from FEIS.

ANNOTATION: To assess the effect of efforts to encourage the selection of nontraditional occupations, Vetter examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, the number and percentage of female students had increased. The growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although increases were documented in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement. The traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Despite the advances in nontraditional enrollments, women and men who enroll in nontraditional programs faced a number of problems, including sex bias and stereotyping, harassment, lack of support by family, school personnel, and peers, lack of guidance programs, lack of role models; and inadequate job placement. (Twenty-seven print resources provide more information about nontraditional occupations and vocational education. Groups and organizations that support entry into nontraditional occupations are listed.) (YLB)

FORMAT: Position Paper; 3p.

TITLE: ***Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Fisher, Constance Q.; Poitier, Vera R.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285999 from FEIS.

ANNOTATION: Nontraditional Options in Training for Employment (NOTE) informed displaced homemakers and high school women about the advantages of nontraditional work and encouraged them to pursue vocational training. The first objective was to recruit 60 displaced homemakers and high school women and to inform them about the advantages of technological careers. Thirty-two displaced homemakers and 187 high school women attended seminars on nontraditional careers. The second objective was to encourage 60 displaced homemakers and high school women to train for nontraditional and technological careers. It was achieved through field trips by displaced homemakers to the Orlando Vocational Technical Center, where the women toured technical departments and role models made presentations to a total of 100 displaced homemaker classes and high school women. The third objective was to encourage employers to hire women in nontraditional fields. Presentations explaining the advantages of hir-

ing women in nontraditional fields were made to three women's networks: Women in Management, Black Women in Management, and Women Business Owners. The project reached a total of 319 displaced homemakers and high school women. Participant response was positive. The exposure to a vocational technical center was very popular, and the chance to observe and talk to women engaged in training was significant to the displaced homemakers. (KC)

FORMAT: Project Description, 32p.

TITLE: ***Perceived Life Roles and Locus of Control Differences of Women Pursuing Nontraditional and Traditional Academic Majors.***

AUTHOR: Ellermann, Nancy C.; Johnston, Joseph.

JOURNAL: Journal of College Student Development, v29 n2 p142-46 Mar 1988.

ANNOTATION: Examined women's perceived life roles relative to locus of control among 71 female undergraduates from traditional and nontraditional academic majors. Found differences in perceived life roles of women pursuing nontraditional and traditional academic majors relative to locus of control. (Author/NB)

TITLE: ***Perceptions by Nontraditional and Traditional Agricultural Students toward Their High School Preparation and Work Barriers.***

AUTHOR: Sproles, Elizabeth Kendall.

JOURNAL: Journal of the American Association of Teacher Educators in Agriculture, v28 n2 p18-24 Sum 1987.

ANNOTATION: The study analyzes attitudes of nontraditional and traditional vocational agriculture program completers toward their school preparation, work, and barriers encountered in obtaining employment. Factors influencing students in obtaining vocational goals include influences of vocational enrollment, satisfaction with school preparation, and impact of influential individuals. (CH)

TITLE: ***Plans for Balancing Work and Family Life: Do Women Pursuing Nontraditional and Traditional Occupations Differ?***

AUTHOR: O'Connell, Lenahan; And Others.

JOURNAL: Sex Roles: A Journal of Research, v20 n1-2 p35-45 Jan 1989.

ANNOTATION: The work-involvement plans of 173 women in traditional (nursing) and nontraditional (engineering and veterinary medicine) fields were found to be similar. Reviews the following approaches to the connection between work and gender: (1) occupational, (2) differential gender socialization, and (3) role conflict. Plans to pursue nontraditional professions are not associated with plans for nontraditional family life. (Author/BJV)

TITLE: ***The Psychological and Physical Well-Being of Women in Sex-Stereotyped Occupations.***

AUTHOR: Harlan, Carolyn L.; Jansen, Mary A.

JOURNAL: Journal of Employment Counseling, v24 n1 p31-39 Mar 1987.

ANNOTATION: Examined the perceptions of 237 women who worked in three sex-specific occupational categories and the effects of their participation in these occupations on several psychological and physical health variables. Found that women in female-dominated occupations showed more psychological and physical distress than did those in other occupations. (Author/ANB)

TITLE: ***The Relation of Self-Efficacy and Assertiveness to Willingness to Engage in Traditional/Nontraditional Career Activities.***

AUTHOR: Nevill, Dorothy D.; Schlecker, Debra I.

JOURNAL: Psychology of Women Quarterly, v12 n1 p91-98 Mar 1988.

ANNOTATION: Studied the relation of self-efficacy and assertiveness to women's willingness to engage in traditional or nontraditional career activities. Strong self-efficacy expectations and assertiveness were related to willingness to engage in career-related activities of nontraditional but not of traditional occupations where, regardless of self-efficacy and assertiveness, women were more willing to engage in career-related activities. (Author/KS)

TITLE: ***The Role of the Employment Counselor in Promoting Sex Equity and Nontraditional Careers.***

AUTHOR: Soldwedel, Bette J.

JOURNAL: Journal of Employment Counseling, v25 n3 p119-21 Sep 1988.

ANNOTATION: Provides practical suggestions for employment counselors concerned with the advancement of women in nontraditional career fields. Focuses on employment counselor's role in promoting sex equity and nontraditional careers for women. (Author/NB)

TITLE: ***Sex-Role Attitudes of Self and Those Inferred of Peers, Performance, and Career Opportunities as Reported by Women in Nontraditional vs. Traditional Training Programs.***

AUTHOR: Chatterjee, Jharna; McCarrey, Michael.

JOURNAL: Sex Roles: A Journal of Research, v21 n9-10 p653-69 Nov 1989.

ANNOTATION: Investigates the relationship between inferred sex role attitudes and women's participation in traditional versus nontraditional training programs. Examines the association between women's participation in a training program and their anticipation of difficulties in pursuing a nontraditional career. Examines performance differences by women with traditional versus egalitarian sex-role attitudes. (JS)

TITLE: ***Sex-Role Orientation, Coping Strategies, and Self-Efficacy of Women in Traditional and Nontraditional Occupations.***

AUTHOR: Long, Bonita C.

JOURNAL: Psychology of Women Quarterly, v13 n3 p307-24 Sep 1989.

ANNOTATION: Investigates the theory that differences in well-being and emotional distress may be a function of gender-role socialization—especially the masculine sex-role orientation. Findings indicate that sex-role socialization is related to differences in occupational strain and coping, and that the masculine orientation has adaptive significance for the working woman. (JS)

TITLE: ***A Soft Technology: Recruiting and Retaining Women and Minorities in High Tech Programs.***

AUTHOR: Leach, Juliette D.; Roberts, Shirley L.

JOURNAL: Community, Technical, and Junior College Journal, v59 n2 p34-37 Oct-Nov 1988.

ANNOTATION: Describes a program at Washtenaw Community College, Michigan, to upgrade the basic skills of women and minority students and provide the academic support needed for success in high-technology occupational training programs. Examines the following

program components: academic progress, counseling, peer support, financial aid, and advocacy. (DMM)

TITLE: ***Thinking about Non-Traditional Careers. An Exploratory Workshop for Teenagers. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285040 from FEIS.

ANNOTATION: A two-week workshop was organized at which 10th- and 11th-grade girls actively explored for one full day six different nontraditional careers. The careers were auto mechanics, law enforcement, emergency medical technician/paramedic, livestock production, fire science, and hotel management. Shorter sessions were conducted in broadcasting and advertising. Activities covered attitudes, communications, values, interviewing and resume writing, personal interests, decision making, financial planning, and goal setting. By using the workbook "Choices" and the Kuder Preference Record, the participants had the opportunity to examine their personal values, attitudes, interests, and goals. One-third of the girls selected a career that would be explored in a follow-up activity. (Appendices, amounting to over one-half of the report, include workshop materials such as publicity items, evaluation forms, and workshop schedule.) (YLB)

FORMAT: Project Description, 37p.

TITLE: ***What Makes Housework Men's Work? The Politics of Change from the Days of "Women's Lib" to the Early Reagan Era and Its Lessons for Current Family Policy.***

DATE: 90.

AUTHOR: Brines, Julie.

AVAILABILITY: University of Chicago, Department of Sociology, Chicago, IL 60637.

ANNOTATION: Although housework remains primarily "women's work," aggregate figures suggest that husbands' time contribution to household tasks began to increase in the United States during the 1970s. The widespread belief is examined that compositional changes associated with wives' increased labor force participation (e.g., a reduction in the amount of time wives have had available for household tasks or in the degree to which they were economically dependent on their husbands) account for the slight secular trend upward in husbands' housework time through the early 1980s. Using longitudinal data from the Panel Study of Income Dynamics, within-marriage change in the housework time of 2 cohorts of married men is investigated: those who married between 1970 and 1974, and those who married between 1976 and 1980. Findings reveal that whereas the housework time of husbands belonging to the early-1970s cohort doubled over the first 7 years of marriage, the time of husbands belonging to the later cohort did not change at all over the same number of marriage years. Cohort estimates based on a partial adjustment model of within-marriage change indicate that the increase in early 1970s' husbands' time stemmed not from compositional change, but from the positive effects of children and education. These effects dropped out for the late-1970s cohort of married men. The results are discussed in light of the shift between the early- and late-1970s in the sociopolitical context within which the claims of organized feminist & antifeminist movements were viewed, and implications for policies to aid working women and their families are suggested. **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

FORMAT: Research Report; Position Paper; paper counts not available.

TITLE: ***Women and Nontraditional Work.***

DATE: 89.

AUTHOR: Mort, Heidi; Reisman, Janet.

AVAILABILITY: For a microfiche copy of this document order ED313547 from FEIS.

ANNOTATION: This fact sheet summarizes labor market statistics on nontraditional jobs for women and public policy, barriers, and strategies regarding such employment. Among the data presented are the following: nontraditional jobs for women are jobs in which 75 percent or more of those employed are men; 9 percent of all working women are employed in nontraditional jobs; the Job Training Partnership Act and the Carl Perkins Vocational Education Act are public policy efforts that support but do not ensure the entrance of women into nontraditional employment and training; lack of enforcement weakens the intent of laws and policies supportive of women in nontraditional jobs, including Title VII of the Civil Rights Act of 1964, Equal Employment Opportunity Commission Guidelines of 1980, Title IX of the Educational Act Amendments of 1972, Equal Pay Act of 1973, and Executive Order 11246; the barriers that inhibit entry of women into nontraditional training and employment are complex and interrelated; among the barriers are those that are social and cultural, involve education and training, occur on the job, and involve sexual harassment; strategies to overcome barriers must focus on changing institutions and providing individual support to women. The document concludes with a list of 11 resources, including memberships, technical assistance workshops, printed resources, and human resources. (CML)

FORMAT: Statistical Material; Position Paper; 6p.

TITLE: ***Women in the Nontraditional Workforce. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on Examining the Problems Facing Women Who Seek Jobs in Fields Traditionally Dominated by Men, Particularly in Construction and High Technology Areas (November 17, 1987).***

DATE: 88.

AVAILABILITY: For a microfiche copy of this document order ED295012 from FEIS.

ANNOTATION: This congressional hearing examines the problems facing women who seek jobs in fields traditionally dominated by men, particularly in construction and high-technology areas. Witnesses include women who tell about barriers they personally have faced as they seek careers in high technology and construction, who lead organizations that are working hard to break down those barriers, and who represent the viewpoint of unions and employers regarding this problem. Representatives of the Reagan administration tell what they have done and what they plan to do in the future. Testimony includes statements from individuals representing Human Resources Development, Ohio Department of Transportation; Federal Highway Administrator, Department of Transportation; Office of Small and Disadvantaged Business Utilization, U.S. Department of Transportation (DOT); DOT Office of Civil Rights; Women's Bureau, U.S. Depart-

ment of Labor; Office of Federal Contract Compliance Programs; Non-Traditional Employment for Women; Southeast Women's Employment Coalition; National Women's Law Center; Women and Employment, Inc.; International Brotherhood of Electrical Workers, AFL-CIO; Wider Opportunities for Women; American Electronics Association; Committee on Women's Employment and Related Social Issues, National Research Council, National Academy of Sciences; Women's Technical Institute; and The Housing Advocates, Inc. (YLB)

FORMAT: Legal Material, 259p.

TITLE: ***Yours Is More Equal Than Mine: A Successful Industry/Education Partnership.***

AUTHOR: Roth, Gene L.

JOURNAL: Journal of Vocational and Technical Education, v3 n2 p13-19 Spr 1987.

ANNOTATION: This article highlights an industry/education partnership that has been highly successful in serving the intent of federal vocational legislation concerning sex equity. The project, Women's Access to Nuclear Technology (Project WANT), represents a transportable model for developing industry/education partnerships to achieve mutually beneficial goals. (Author/CH)

Single Working Mothers

TITLE: ***Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).***

DATE: 85.

AVAILABILITY: For a microfiche copy of this document order ED266228 from FEIS.

ANNOTATION: The proceedings of a House of Representatives hearing on opportunities for self-sufficiency for single women in poverty are presented in this document. Included are statements presented by three panels of experts in the field of welfare and employment policy; the General Accounting Office; the National Association of State Welfare Administrators; the Reagan Administration; and witnesses who addressed specific concerns about child care, adolescent mothers, and educational opportunities for welfare recipients. Questions discussed include the following: (1) How should the income support system be structured so that it is able to provide a decent life for families without resulting in permanent poverty for so many of them? (2) How should resources be targeted to people with diverse needs? What approaches work best for which groups? (3) What is the federal role in ensuring that adequate child care and medical care are available to mothers making the transition from welfare to work? (4) How should government make the initial investment needed to reach severely disadvantaged participants? (5) How should federal programs be designed to effectively serve large numbers of people? (6) How does federal policy affect the availability of better-paying employment options for women? (7) Are adequate evaluation methods in place to determine which welfare employment programs are most successful in helping women achieve self-sufficiency? If not, how can they be implemented? (KH)

FORMAT: Legal Material, 827p.

TITLE: ***Becoming the Breadwinner: Single Mothers' Reactions to Changes in Their Paid Work Lives.***

AUTHOR: Fassinger, Polly A.

JOURNAL: Family Relations, v38 n4 p404-11 Oct 1989.

ANNOTATION: Examines attitudes of 20 divorced mothers about becoming their families' breadwinners. Attitudes toward breadwinning varied according to three marital history types: segregated, modified-segregated, and primarily wife-shaped. Findings showed that mothers from segregated marriages had the greatest difficulty accepting the breadwinner role (TE).

TITLE: ***Facing Challenges and Making Compromises: How Single Mothers Endure.***

DATE: 89.

AUTHOR: Quinn, Peggy; Allen, Katherine R.

JOURNAL: Family Relations, v38 n4 p390-95 Oct 1989.

ANNOTATION: This qualitative study of 30 employed single mothers replicated previous findings of challenges in managing shortages of time, money, and energy. It revealed serious concerns about the failure to meet perceived family and societal expectations for living in a "normal" family with 2 parents. Behavior that subjects perceived to be expected of single parents contradicted behavior they should exhibit if they expect to remarry. (Author/TE)

TITLE: ***First Hand Lessons in an Information Age: Single Parent Working Women Speak for Themselves.***

DATE: 87.

AUTHOR: Quinn, Peggy; Allen, Katherine.

AVAILABILITY: For a microfiche copy of this document order ED293036 from FEIS.

ANNOTATION: The female-headed, single-parent family is a family structure that presents challenges to family life educators, family counselors, and policy makers. For effective delivery of services, accurate information on the functioning of these families is needed. This study used a phenomenological perspective to examine the various challenges faced by women who are single parents. Subjects were 30 women who were between the ages of 25 and 38 years, were employed at least 30 hours per week, had two or more children living in the house, and had no other adult living in the house. During interviews, subjects talked about their lives, families, needs, concerns, strengths, sources of help they would recommend, and how they saw themselves in 10 years. Respondents had concerns about money, time, and child care. They felt that neither their education nor their socialization had prepared them for the lives they were living. Most felt they were functioning adequately and reported feeling proud of their children and happy with their jobs. The findings have implications for family-life professionals and for policy makers. (NB)

FORMAT: Position Paper, 24p.

TITLE: ***Literacy and the Marketplace. Improving the Literacy of Low-Income Single Mothers. A Report on a Meeting of Practitioners, Policymakers, Researchers, and Funders (New York, New York, January 14, 1988).***

DATE: 89.

DEVELOPER: Rockefeller Foundation, New York, NY.

AVAILABILITY: For a microfiche copy of this document order ED311307 from FEIS.

ANNOTATION: This report contains the proceedings from a conference on the problems of low literacy among single mothers. The seminar involved practitioners, policymakers, researchers, and funders. The report includes an executive summary, six papers grouped according to three topic areas, a seminar agenda, a

list of participants, and a 57-item bibliography. "The Economy, Literacy Requirements, and At-Risk Adults" (Berryman) and "Literacy Skills Needed in the Workforce" (Uhalde) speak to the theme of the new demands of the economy and workplace skills. "Assessing Literacy Skills and Gains in Job-Oriented Literacy Training Programs" (Sticht) and "Toward a Model of Alternative Assessment" (Sterling) address the theme of literacy-skills measurement and program evaluation. "Optimal Programming" (Somerfield) and "Program Designs to Increase Basic Academic Skills" (Strumpf) address the topic of strategies for designing literacy programs for single mothers. (NLL)

FORMAT: Conference Proceedings, 77p.

TITLE: ***Mother-Only Families: Problems, Prospects, and Politics.***

AUTHOR: McLanahan, Sara; Booth, Karen.

JOURNAL: Journal of Marriage and the Family; v51 n3 p557-80 Aug 1989.

ANNOTATION: Examines aspects of mother-only families. Finds high economic insecurity in mother-only families because of low earnings, lack of child support, and meager public benefits. Argues that the struggles of mother-only families reflect societal struggles around changes in women's roles, the relationship between state and family, and class and racial inequality. (Author/CM)

TITLE: ***Mothers Alone: Strategies for a Time of Change.***

DATE: 88.

AUTHOR: Kamerman, Sheila B.; Kahn, Alfred J.

AVAILABILITY: Auburn House Publishing Co., 14 Dedham St., Dover, MA 02030-0658.

ANNOTATION: This volume addresses the difficult public policy choices that legislators, policymakers, scholars, and concerned citizens must debate over the next few years by examining several options: an anti-poverty strategy, a categorical single-mother strategy, a family policy focused on all young children, and a universal strategy that also concentrates on integrating work and family life. Implications and consequences of these options for meeting the diverse and special needs of single mothers and their children are considered. It discusses policies adopted in other industrialized countries offering fresh perspectives for the United States. A resource for everyone concerned with social- and family-policy issues, it contributes to an understanding of the single-mother family and clarifies the policy implications of this major social change. Contents include: I. Mothers Alone: Themes and Variations. II. Looking Backward: The Search for Perspective. III. Clarifying the Options: Insights from Abroad. IV. Single Mothers: Happenstance and Choice. V. Income, Work, Child Support, and Public Transfers. VI. Time and Help: Managing Work, Family, Home, and Personal Life. VII. Social Change or Social Problem: Designing a Policy. **(Copyright 1988 by the National Council on Family Relations, 3989 Central Ave. NE, Suite 550, Minneapolis, MN 55421. Used with permission.)**

FORMAT: General Report, 239p.

TITLE: ***The Precarious Survival and Hard-Won Satisfactions of White Single-Parent Families.***

AUTHOR: Richards, Leslie N.

JOURNAL: Family Relations; v38 n4 p396-403 Oct 1989.

ANNOTATION: Examines interviews with 43 white single mothers for thematic content relating to economics of single parenthood, feelings about single parenting, the children's fathers, and stigmatization. Results show that these women have developed coping strategies and were proud of their ability to survive under adverse circumstances, but that they felt stigmatized by their poverty. (Author/TE)

TITLE: ***Single Parents and Self-Sufficiency: Implications for Welfare Reform.***

DATE: 89.

AVAILABILITY: University of Kentucky, Special Programs, 204 Frazee Hall, Lexington, KY 40506-0031; Tel. 606-257-3929.

ANNOTATION: This conference is intended for researchers in family sciences, home economics, social work, political science, economics, and public policy; for human service professionals working with single parents striving to decrease welfare dependence; and for policy makers at the national, state, and local levels interested in identifying programs that work. Topics include: 1. Bush Administration Initiatives for Low Income Single Mothers; 2. The White House Interagency Low-Income Opportunity Board; 3. Virginia Place One Parent Family Facility; 4. Nurturing Emotionally Healthy Single-Parent Families; 5. Project Self-Sufficiency, the Answer to Welfare Dependency; 6. Community-Based Educational Programs for Single Parents and Their Children; 7. From Where They Are: Increasing Self-Esteem and Motivating Single Parents to Self-Sufficiency; 8. The Role of the Four-Year Colleges and Universities in Achieving Single Parent Self-Sufficiency; 9. Low-Income Women in College: Speculations on the Impact of Recent Welfare Reform Initiatives on College Attendance for Low-Income Mothers; 10. Two-Generational Programs for Parents and Their Young Children; 11. Federal Welfare Reform: Education, Training, and Work; 12. Issues in Implementing Welfare Reform: Will It Meet the Needs of Single-Parent Families? 13. Cooperative Efforts for Single Parent Self-Sufficiency in Phoenix, Arizona; 14. Fostering Self-Sufficiency in Single-Parent Welfare Recipients: An Evaluation of the St. Paul B.O.S.S. Program; 15. Escape from Poverty: An Evaluation of Project Self-Sufficiency, June, 1988; 16. Linking Home Economics and Community Agencies to Serve Teen Parents: An Interagency Approach; 17. Entrepreneurship: Transition from Dependence to Independence; 18. Case Management Issues for Self-Sufficiency Programs: A Case Report; 19. Success and Survival: Implications for Retention of Single Parents and Homemakers in Training and Employment; 20. A Successful Program Model for Motivating and Assisting Unemployed Minority Single Parents to Gain the Education and/or Training Necessary for Meaningful Employment; 21. A Community Collaboration Model for Comprehensive Family Intervention Services to Parents and Children Which Includes Education, Health, and Employment Services; 22. Agency Issues: Cooperative Effort and Effectiveness in Welfare Reform; 23. A Psychosocial Portrait of Homeless Women with Children: Implications for Intervention Programs; 24. The Role of Child Care in Welfare Mothers' Employment Decisions: What Is Known, How Well Is It Known, How Can it be Studied? **(Copyright 1989 by the National Council on Family Relations, 3989 Central Ave. NE, Suite 550, Minneapolis, MN 55421. Used with permission.)**

FORMAT: Conference Proceedings, page counts not available.

TITLE: ***Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86¢6/30/87.***

DATE: 87.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285997 from FEIS.

ANNOTATION: A single-parent and homemaker project was established at Miami-Dade Community College (North Campus) to promote nontraditional vocational education. The primary thrust of the project was directed toward those who required economic self-sufficiency with a minimum amount of time spent in college training programs. Generally, the goals of the project included recruiting single parents and homemakers into vocational education programs that would provide them with improved employment prospects and advancement possibilities. Emphasis was given to nontraditional career areas that offer a high wage potential. Personal, academic, and career counseling were offered in conjunction with support groups, workshops, and classes. Employability-skills training was also made available, as well as employment counseling and referrals. A total of 175 clients of all ages and ethnic backgrounds was given a variety of services, including vocational career counseling to enable them to meet their goals of self-sufficiency and personal advancement. (Appendices, amounting to over one-half of the report, include correspondence, forms, contact information, a list of prospective employers for job referral, and an 83-page career manual that offers information on 22 nontraditional career options.) (YLB)

FORMAT: Project Description, 181p.

TITLE: ***Wider Opportunities: Combining Literacy and Employment Training for Women. A Program Model.***

DATE: 88

AUTHOR: Beck, Judy A.

DEVELOPER: John D. and Catherine T. MacArthur Foundation, Chicago, IL.

AVAILABILITY: For a microfiche copy of this document order ED299397 from FEIS.

ANNOTATION: This manual outlines a program model that combines employment training with literacy building for low-income single mothers. Chapter I introduces these programs. Chapter II discusses barriers that a low-income single mother faces. Chapter III offers directions for thinking about the feasibility of moving into literacy services by conducting a program and community assessment. Chapter IV describes three elements that set the framework for the literacy training and that must be compatible with the employment-related aspect of the program—adopting a set of standards, identifying a client population, and establishing a budget. Chapter V discusses the standards, implementation strategies, and issues related to recruitment, intake, and assessment. Topics covered in Chapter VI on service delivery include program design, staffing, instructional strategies, support services, evaluation of progress, and rewards for program participation. Chapter VII deals with impact as a way of documenting the success of the individual woman and of the program as a whole. Worksheets, checklists, sample materials, and other relevant resources are included within Chapters III to VII. Chapter VIII lists advocacy issues and recommends policy initiatives and directions to increase women's and girls' access to literacy programs. Chapters IX and X contain a conclusion and annotated bibliography. (YLB)

FORMAT: Project Description, 68p.

Displaced Homemakers/Reentry Workers

TITLE: ***Adult Training and Retraining for Single Parents and Homemakers. A Vocational Project to Assist Single Parents and Homemakers to Pursue Careers as Nursing Assistants. Final Report from September 1986 through June 1987.***

DATE: 87

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285042 from FEIS.

ANNOTATION: A program was developed to provide single parents who were without marketable skills the training or retraining necessary to secure and keep a job in the health care field. During the course of the project, 31 trainees between the ages of 21 and 60 who were living below the poverty level were recruited into the program. They received classroom instruction and participated in a two-week practicum at a health care institution under the supervision of a registered nurse. Twenty-eight of the 31 students recruited into the program completed it and were placed into health care jobs. Despite attempts to recruit comparable numbers of males and females, only two males entered the program (one of whom dropped out after the third week). Because of their participation in the program, the program completers managed to secure jobs netting them more income than they could have received on welfare. The program will be continued for another year, at which time additional emphasis will be placed on recruiting increased numbers of males. (The 10-page project report is followed by a course outline for home health aides, a sample school/hospital cooperative agreement, a participant intake form, and information on eligibility for state assistance programs.) (MN)

FORMAT: Project Description, 51p.

TITLE: ***Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.***

DATE: 87

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285998 from FEIS.

ANNOTATION: An educational/continuing education program was implemented for single parents/homemakers and pregnant teenagers. The program provided training in parenting skills, childhood growth and development, responsibilities of parenthood, the rights of children, decision-making skills, and vocational guidance and directions. Increased opportunity was provided for the participant group to avail themselves of ongoing vocational training programs. During the project year, 40 participants enrolled for program services, out of 52 potential participants. All received vocational counseling and were required to enroll in a vocational class at the local high school or a vocational program at the local junior college. Enrollment in nontraditional vocational areas was encouraged. All participants were referred for services at community agencies as needed. Thirty-two participants who were potential dropouts continued their education. The birth weights of infants born to program participants late in the project were higher, on the average, than birth weights of infants born near the beginning of the project. Prenatal care and infant medical care improved. Scarce and hard-to-find infant care improved as day care homes were established. Transportation to these homes was available as needed. By these means the barriers that pre-

vented the targeted population from participating in an educational program were eliminated. (YLB)

FORMAT Project Description. 14p.

TITLE ***Better Placement through Better Assessment. Vocational Assessment for Single Parents. Final Report.***

DATE 87

AUTHOR Nevels, Vada G.

DEVELOPER Kentucky State Department of Education, Frankfort. Office of Vocational Education.

AVAILABILITY For a microfiche copy of this document order ED308353 from FEIS.

ANNOTATION In compliance with Section 204 (C) of the Carl D. Perkins Vocational Education Act, the Pennyrile Vocational Education Region Two, in Madisonville, Kentucky, developed a formal assessment system to help single parents/displaced homemakers make a realistic choice of curriculum. During the project, assessment instruments were evaluated and purchased, an inservice workshop was provided for guidance counselors and educators from the region's feeder schools, the existing guidance services and area referral service agencies were coordinated with the assessment program, and an advisory committee was appointed to monitor the program. The project for the assessment center evolved into a model that could be modified to serve the needs of single parents/homemakers in most rural areas. (This report contains a synopsis of seven assessment instruments that were evaluated. Each synopsis lists the instrument's name, describes it, notes the time and equipment to administer it, and the level for which the test is appropriate. Assessment instruments evaluated include the following: Oasis Aptitude and Interest Kits; IDEAS Test Manual and Booklets; "WRIOT" Picture Books and Manuals and Scranton answer documents and forms; Career Decisions Making System; Kuder Occupational Interest Survey; Strong Campbell Vocational Interest Blank; and System for Assessment and Group Evaluation.) (KC)

FORMAT Project Description. 24p.

TITLE ***Career Development Curriculum for Single Parents/Homemakers.***

DATE 87

AUTHOR Malott, Karen; Taylor, Angela

DEVELOPER Kentucky State Department of Education, Frankfort. Office of Vocational Education.

AVAILABILITY For a microfiche copy of this document order ED308347 from FEIS.

ANNOTATION This core curriculum, in use at the Homemaker Reentry Center at Northern Kentucky University, provides three units of materials that teachers can use to help homemakers with the transition to the world of work. The first unit, on personal development, covers such topics as self-esteem, self-awareness, goal setting, decision making, sex-role attitudes, stress management, time management, shyness, assertiveness, personal values, and skill identification and transfer. The second unit focuses on skills and abilities. It includes information on career assessment, career decision making, labor market demands, and evaluation methods. The final unit covers employability skills. It provides information on resumes, references, cover letters, thank-you letters, job applications, interviewing skills, barriers to employment, job search processes, job advertisements, job salary guidelines, and employment planning. The three units contain individual lessons that consist of performance objectives, approximate time, materials needed, teacher preparation, learning activities, and evaluation methods. Activities and materials include pretests, games, role playing, teaching methods, and resources. (KC)

FORMAT Teaching Guide. 135p.

TITLE ***Career Development of Single Parents. Information Series No. 324.***

DATE 87

AUTHOR Burge, Penny L.

DEVELOPER Office of Educational Research and Improvement (ED), Washington, DC.

AVAILABILITY For a microfiche copy of this document order ED290934 from FEIS.

ANNOTATION The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuchas they must reenter the work force; moreover, they face the additional career development hurdles of an external locus of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must often fill social roles for which they have not been prepared. Effective career development programs for these special-needs groups need a variety of components, including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, methods for coping with the challenges of combining work and family roles, nontraditional job skills, and parenthood education. Examples of successful programs that have been tailored to single-parent audiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and services, and newsletters geared toward single parents. (SK)

FORMAT Position Paper. 47p.

TITLE ***A Career Planning/Readiness Program for Single Parents and Homemakers. Final Report from July 1, 1986 to June 30, 1987.***

DATE 87

DEVELOPER Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY For a microfiche copy of this document order ED285989 from FEIS.

ANNOTATION In April 1986, Pinellas Vocational Technical Institute (Florida) began to develop a Career Planning/Readiness Program for Single Parents and Homemakers. The program is designed to provide these persons with school-based, individualized assistance in developing realistic career and training goals and life and employability skills, and with counseling support to increase their chances for successful completion of training. Initially, the program focused on providing single parents and homemakers with counseling support and career planning assistance; however, arrangements were later made to meet the needs of participants for temporary support services such as child care, transportation, tuition, tutoring, and books and tools. As of June 30, 1986, 120 single parents and homemakers had received services through the program, and 66 students had

enrolled in training. (This number exceeds the original goal of 40 single parents and homemakers.) Two students had completed training and been placed in jobs related to their fields of study. Forty single parents and homemakers received comprehensive career planning services to assist in the development of realistic vocational goals, particularly in nontraditional and high wage/placement careers. Initial evidence indicated that the services provided to single parents and homemakers through the program significantly increased their ability to continue in training. Approximately 83 percent of the single parents and homemakers who enrolled in training have remained and are achieving satisfactory progress. (Author/KC)

FORMAT: Project Description, 52p

TITLE: ***Creative Business Ownership for Women. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Fisher, Constance Q.; Poitier, Vera R.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285047 from FEIS.

ANNOTATION: The Creative Business Ownership for Women Project was established at Valencia Community College (Florida) to provide displaced homemakers and single parents with the special help they need to achieve entrepreneurial success. During the course of the project, displaced homemakers, single parents, and rural disadvantaged women interested in owning a small or home-based business were recruited and offered a series of four seminars on how to start a home-based business and four workshops on how to advertise and promote a business. Program participants were offered business-skills training in four specialized workshops, and personal counseling, referrals, and follow-up were provided. A 1985-86 survey of female entrepreneurs was updated, and a network for women business owners and for women interested in starting a business was established. (Thirty-four attachments are appended to the nine-page project report. Included among them are a self-assessment for prospective entrepreneurs, a list of community resources that can provide assistance to persons starting businesses, summaries of the seminars on starting a home-based business, ideas for home-based businesses, information on the women's business owners network sponsored by Valencia Community College, workshop follow-up surveys, newspaper articles on successful female business owners, and information on services offered through the Creative Business Ownership for Women Project.) (MN)

FORMAT: Project Description, 65p

TITLE: ***Displaced Homemakers: Adults Returning to College with Different Characteristics and Needs.***

AUTHOR: Swift, John S., Jr.; And Others.

JOURNAL: Journal of College Student Personnel; v28 n4 p343-50 Jul 1987.

ANNOTATION: Describes national study of programs for displaced homemakers, using data from only 11 centers for special opportunities for women, despite attempts to contact 166 centers. Reports on a study of displaced homemakers at a women's center of an urban university. Compares results of two studies. Describes needs and characteristics of displaced homemakers. Discusses counseling implications. (ANL)

TITLE: ***Displaced Homemakers' Financial Problems: Curriculum Implications.***

AUTHOR: Scannell, Elizabeth; Petrich, Beatrice.

JOURNAL: Journal of Vocational Home Economics Education; v6 n1 p67-77 Spr-Sum 1987.

ANNOTATION: The study identified the financial problems of displaced and nondisplaced homemakers. Results indicate that recently displaced homemakers who are older, live with dependent children, and have low incomes experience more financial problems than their peers. Recommendations include offering vocational education programs to motivate displaced homemakers. (Author/CH)

TITLE: ***Displaced Homemaker Single Parent Project. Final Report from September 1, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Williams, Patti.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285041 from FEIS.

ANNOTATION: The Indian River Community College (Florida) program prepares people who qualify as displaced homemakers and single parents to enter or reenter the work force and vocational training. The program is designed to meet the needs of the target population by offering preemployment information and skills, guidance, community referral, and vocational training in the areas of fastest growth as identified by the Department of Labor and Employment Security. A three-week single-parent and displaced-homemaker program includes self-awareness, testing, vocational exploration, and employability skills. Seminars addressing specific needs have been presented. Tuition money has been distributed to qualified persons so that they may return to school for vocational training. Outreach and networking continue regularly to reach the people who move into the area. Currently, 116 qualifying women have been placed in vocational education programs. Of the 72 students being served by the Women's Program, 42 will continue training and 17 have been placed in training-related employment. Originally the program sought to place only 50 qualifying people and had requested $5,300 for tuition. Four times the original grant request money has been distributed towards tuition, however, because 116 applicants were found to qualify. Fewer than one percent of the women served were 55 or older, and no men applied for tuition aid. More time is needed to recruit and meet the needs of this population. (Appendices, amounting to over one-half of the report, include a policy statement, flowchart of the program, and forms.) (YLB)

FORMAT: Project Description, 48p

TITLE: ***ENCORE. A Pilot Project to Prepare Single Parents/Homemakers for the Job Market. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Gorton, Carolyn.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285046 from FEIS.

ANNOTATION: This package of instructional materials is intended for use in preparing single parents and displaced homemakers for entry into the job market. The materials were developed for the ENCORE program, a 4-week, 48-hour, 3-days-per-week program focusing

on employability skills, vocational assessment, personal development, shadowing in traditional and nontraditional careers, and field instruction. The package includes an overview of the ENCORE program, a description of a study of the characteristics and educational needs of the ENCORE clientele, recommendations that were developed on the basis of the study, and 53 attachments that are intended for use in replicating the program. The following are among the materials attached to the project report: ENCORE brochure; list of pertinent community-based organizations; participant information form; class list; class schedule; employability skills pretest; learning activities and educational games on a variety of topics related to job search, vocational adjustment, and career advancement; handouts dealing with such topics as job search, fringe benefits, career goals, average salaries, and personal resumes; sample thank-you, job-refusal, and job-resignation letters; various sample forms, including performance evaluation, attendance history, and child-care invoice forms; three-month and one-year follow-ups of ENCORE graduates; and the agenda from a workshop for displaced homemakers. (MN)

FORMAT Project Description, 100p.

TITLE ***Exemplary Academic Programs at the Community College. Volume I.***

DATE 88

AUTHOR Bazer, Gerald, Ed.

AVAILABILITY For a microfiche copy of this document order ED295692 from FEIS.

ANNOTATION Brief descriptions are provided for 54 community college programs identified as outstanding by the National Council of Instructional Administrators. Organized alphabetically by program title, the descriptions include the name of the college president, the name of a contact person, and the name, address, and telephone number of the college. The compendium includes programs in art, banking and financial services, broadcasting and television, calculus, chemistry, college preparation, commercial art technology, computer-integrated manufacturing, computer training, cooperative associate degrees, coordinated studies, culinary arts, hotel-restaurant management, dental hygiene, diagnostic medical imaging, dietetics, early English composition assessment, furniture manufacturing, General Educational Development assistance, hazardous materials management, industrial video production, interior design, nursing, office information technology, photo offset, physician assistance, music, psychology, radiologic technology, respiratory care, restaurant and hotel cookery, special topics, substance abuse counseling, swine management, technical writing and editing, and entrepreneurial development. In addition, descriptions are provided of two honors programs, a learning center using interactive video and computer-assisted instruction, a program for displaced homemakers, a fully networked campus, an integrated program for high school and community college students, a retraining program for displaced auto workers, an alternative delivery system for basic skills instruction, a cooperative hotel training program, and a program for high school dropouts. (MDB)

FORMAT Project Descriptions, 60p.

TITLE ***Exemplary Career/Vocational Education Programs for Special Populations.***

DATE 89

AUTHOR Wermuth, Thomas R.; Maddy-Bernstein, Carolyn

AVAILABILITY For a microfiche copy of this document order ED313929 from FEIS.

ANNOTATION The Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education (University of Illinois site) undertook a national survey of professionals in vocational education for special needs students to determine how they identify effective programs. Of 500 questionnaires distributed, 366 were returned. Respondents hold a variety of positions in diverse educational settings, most at the secondary level. The primary group of special needs students served were those with disabilities, but also included disadvantaged, dropouts, single and teen parents, limited-English-proficient individuals and immigrants, nontraditional students, displaced homemakers, dislocated workers, and prisoners and offenders. Respondents rank-ordered five elements of outcome-related evidence believed to be most credible in judging program effectiveness. Based on this information, 19 components of exemplary programs were categorized according to program administration, curriculum instruction, comprehensive support services, formalized articulation and communication, or occupational experience. These factors will be used in a national search for exemplary programs and are currently being pilot-tested at six sites. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

FORMAT Research Report, 13p.

TITLE ***Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.***

DATE 87

AUTHOR Bromley, Ann; Moore, Marnie

DEVELOPER Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY For a microfiche copy of this document order ED285985 for FEIS.

ANNOTATION Focus on Careers, a program for single parents or homemakers, completed its second year of operation at Santa Fe Community College (Florida) on June 30, 1987. The program served 175 adult men and women from Alachua and Bradford counties who wanted to develop a career, reenter the work force, or change careers. Services offered to single parents and homemakers by the program included vocational and career assessment, employability skills classes, counseling and support groups, job search and job retention activities, and information on available community resources. Evaluations of the program completed by those who used the services indicated that the program met or exceeded their expectations. Many of the graduates have implemented the goals they set for themselves in class and are quite satisfied with the outlook for their future. The program found an unmet need in the counties of Alachua and Bradford and continued to work hard to alert those eligible persons to the availability of the services. Staff attempted to meet participants' needs by designing classes around their schedules and by developing information to assist them in making sound career decisions. Recommendations for future programs include more staff time in follow-up activities as the graduate pool grows larger, employability skills classes offered at different times of the day, and more outreach activities into rural areas. These recommendations will require a larger budget to implement. (Eighteen appendices comprise three-quarters of the document and contain the forms used in the program.) (Author/KC)

FORMAT Project Description, 58p.

TITLE: ***A Focus on Rural Upward Mobility for Single Parents and/or Homemakers. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285043 from FEIS.

ANNOTATION: Lake City Community College in Lake City, Florida, offers an array of services for single parents and displaced homemakers residing in a five-county rural area. The project emphasizes rural upward mobility through a team effort by staff of Florida's departments of continuing education and vocational training. The project staff includes four vocational counselors, one disadvantaged and minority counselor, one job service outreach counselor, two motivation and retention counselors, a fully staffed individualized labor force training service lab, and a group of academic and vocational advisors and instructors. In the 1986-87 project year, 158 persons received assessment, counseling, and vocational placement services. The project combines vocational skills training, self-esteem building, and career development with the ultimate goal of helping participants find gainful employment in high-wage, high-placement fields. (Appendices include samples of various project report and evaluation forms.) (MN)

FORMAT: Project Description, 34p.

TITLE: ***Job Placement Systems for Older Workers. Volume One: Research Findings, Case Studies, Program Models.***

DATE: 88

DEVELOPER: Administration on Aging (DHHS), Washington, DC. Department of Labor, Washington, DC.

AVAILABILITY: For a microfiche copy of this document order ED293008 from FEIS.

ANNOTATION: This report describes a study that was undertaken to examine placement techniques and strategies that are effective in helping older workers find jobs. The study presents 23 case studies on successful older worker programs in 12 states. The information was gathered through on-site interviews and assembly of quantitative data. These case studies describe various placement strategies used to serve diverse client groups in different areas of the country and in varied economic environments. Programs participating in this study were Job Training Partnership Act (JTPA) three-percent programs for training older workers, the Senior Community Service Employment Programs funded under Title V of the Older Americans Act, displaced homemaker programs, and several programs with private-sector funding. The case studies are also analyzed to describe the program models operating in each type of program. Each case study includes a narrative, descriptive statistics, placement outcomes, and name and address of a contact person. (KC)

FORMAT: Research Report, 286p.

TITLE: ***Job Placement Systems for Older Workers. Volume Two: A Planning Framework. Placement Tools and Techniques.***

DATE: 88

DEVELOPER: Administration on Aging (DHHS), Washington, DC. Department of Labor, Washington, DC.

AVAILABILITY: For a microfiche copy of this document order ED293009 from FEIS.

ANNOTATION: This volume is a continuation of Volume One of a technical assistance guide on job placement systems for older workers. The focus of this volume is on program operations and planning a job placement system for older adults. This volume consists of two chapters. The first chapter presents a general planning framework for designing and managing older-worker placement systems. The seven-step model prescribes (1) assessing the local situation, (2) setting goals and objectives, (3) designing program services, (4) designating participant flow, (5) selecting staff, (6) operating the program, and (7) evaluating the program. The second chapter presents information on placement tools and techniques used by older-worker programs that have been successful in placing older adults. The focus of this chapter is on assessing the skills and abilities of the older participant and developing an employment plan that will result in a private-sector job for the participant. Techniques encompass recruitment and outreach networking, intake, assessment, supportive services, basic education, job search and occupational skills training, job development, and follow-up. (KC)

FORMAT: Research Report, 137p.

TITLE: ***Labor-Force Reentry among U.S. Homemakers in Midlife: A Life-Course Analysis.***

AUTHOR: Moen, Phyllis. Downey, Geraldine. Bolger, Niall.

JOURNAL: Gender and Society, v4 n2 p230-243 June 1990.

ANNOTATION: Factors influencing labor force reentry decisions among United States homemakers are examined using data from the Michigan Panel Study of Income Dynamics, tracing the 5-year employment histories and family transitions of married women aged 40-59 during 1970-1974 (N = 281) & 1975-1979 (N = 259). The following predictor variables are analyzed by logistic regression: (1) age, (2) years of education, (3) race, (4) previous work experience, (5) health, (6) annual family income, (7) number of children in the household, (8) marital dissolution, (9) the husband's reduced work hours, (10) departure of the last child from home, and (11) labor-market structure. Age, education, and marital dissolution were the only variables found to have a significant effect on reentry. Better-educated homemakers were more likely to reenter the labor force and older homemakers less likely; the effect of age was stronger in the latter half of the decade. Marital dissolution increased the probability of reentry only in the 1970-1974 period. The limited utility of conventional models of women's labor force participation to explain midlife reentry decisions is discussed. One table, one figure, one appendix, 34 references. D. Generoli **(Copyright 1990, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

TITLE: ***Labor Market Problems of Older Workers. A Policy Statement.***

DATE: 87

AVAILABILITY: For a microfiche copy of this document order ED281011 from FEIS.

ANNOTATION: The National Council on Employment Policy found that there are small but substantial groups of older persons who are experiencing labor market problems—the working poor, the displaced unemployed, persons with health limitations, and groups of women who have been out of the labor force for large blocks of time. The problems of this generation, now in their 50s and 60s, have been given little attention, being overshadowed by the "baby-boomers" who follow them. There are several choices open to society on how to deal with the labor market problems of these workers: ignore the problem, increase growth in the economy, improve existing federal em-

ployment and training programs, or create a new employment program. The Council endorses the creation of a new employment program that it believes will improve the incomes and lives of these men and women while providing lessons that will be useful as the baby-boom generation reaches age 50 and over after the year 2000. The specific policies that the Council recommends are the following: (1) successful programs for older workers under the Job Training Partnership Act should be catalogued and disseminated to service delivery areas, and efforts should be made to increase the attractiveness of retraining programs to older workers, (2) the Senior Community Service Employment Program should be expanded to provide part-time work opportunities to disadvantaged older persons who need to supplement their incomes, and (3) a new "Older Americans Employment Program" should be established, perhaps on a demonstration basis, to provide full-time, year-round employment at the minimum wage to persons between the ages of 50 and 62. (KC)

FORMAT: Position Paper, 16p.

TITLE: ***Learned Helplessness: A Factor in Counseling for Displaced Homemakers.***

DATE: 89

AUTHOR: Wood, Carolyn J.

JOURNAL: Journal of Employment Counseling; v26 n1 p4-10 Mar 1989

ANNOTATION: Describes learned helplessness and its effect on the ability of displaced homemakers to enter or reenter the work force successfully. Suggests that success in making the transition from homemaker to worker may depend on attributions women provide for their failed or ended marriages. Discusses ways in which counselors may assist displaced homemakers in obtaining employment. (Author/BHK)

TITLE: ***Orlando Displaced Homemakers Program at Valencia Community College. Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Fisher, Constance Q.; Poitier, Vera R.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285044 from FEIS.

ANNOTATION: The Orlando Displaced Homemaker Program was developed to assist displaced homemakers in finding career focus and direction, to introduce them to vocational training possibilities, to set realistic work and training goals, and to develop the positive self-concept necessary to carry goals out. The aim of the project was to recruit and provide training, counseling, and placement services to 110 individuals. A total of 210 displaced homemakers participated in all or part of the program, which included 11 monthly two-week courses and 9 one-day workshops. The program had a 94-percent completion rate of those completing the two-week program with 48 percent of the completers obtaining jobs. Of these, 20 percent (12 people) were placed in nontraditional high wage areas. Sixteen people entered and completed vocational training and are currently employed, and nine people are enrolled in degree-seeking programs. Services provided through the program include daytime and evening classroom instruction, outreach workshops, individual and group counseling activities, campus visits to career development centers and vocational education programs, development of staff liaisons with the business community, and needs-assessments of minority clients. A study was conducted to to identify high-wage jobs and employment projections for the area, and the findings were used as a basis for recommendations for improving the program. (Appendices include data on program participants and program outcomes, workshop agendas, correspondence pertaining to and materials from the courses and workshops, results of the program evaluations, and a report on the study of local employment projections.) (MN)

FORMAT: Project Description, 70p.

TITLE: ***Polk County School Board Single Parent/Homemaker Program. Final Report from June 30, 1986 to July 1, 1987.***

DATE: 87

AUTHOR: Williams, D. A.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285045 from FEIS.

ANNOTATION: The Polk County School Board Single Parent/Homemaker Program was a multiagency effort designed to meet the psychological and educational needs of single parents and displaced homemakers who lack marketable skills. The program offered immediate support to clients who were in need of information and referrals; workshop sessions on personal development, career guidance, stress management, and employability skills; educational opportunities; and job development and job placement assistance. These services were provided to 103 individuals within the framework of a service delivery system that was made possible by combining resources from the Polk County School Board, the Polk Community College, the Heartland Private Industry Council, and the HRS WIN program. (Appendices to the 11-page report include a project organizational chart, an outline of the project's New Beginnings workshop, a client flowchart, a vocational profile, a service log, a newsletter, a list of advisory committee members, the advisory committee's outreach letter, program publicity materials, and the project budget summary.) (MN)

FORMAT: Project Description, 45p.

TITLE: ***Project REWARD (Reentering Education with a Real Determination). Annual Report.***

DATE: 87

DEVELOPER: Kentucky State Department of Education, Frankfort. Office of Vocational Education.

AVAILABILITY: For a microfiche copy of this document order ED308356 from FEIS.

ANNOTATION: Project REWARD (Reentering Education with a Real Determination) was designed to serve the single parent or homemaker with income below the poverty level who was interested in furthering his/her education. The project goals were to give instruction and encouragement in motivation, basic skills, communication skills, time and money management, career opportunities, and employment skills. Project participants included 14 new and 6 returning applicants. They were provided instruction in typing and word processing, written communication, and basic mathematics and calculating as well as information on financial aid for vocational educational programs. Other areas of instruction included basic study skills, enhanced self-esteem and confidence, value clarification, goal orientation, and interpersonal and assertiveness skills. Funds were also provided for child care, transportation, and tuition and books for one class at Elizabethtown Community College (Kentucky). (Appendices include publicity items and example forms used in the project.) (YLB)

FORMAT: Project Description, 40p.

42 BEST COPY AVAILABLE

TITLE: ***Second Phase of an Experimental Project to Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.***

DATE: 87

AUTHOR: Gaudy, Teresita E.

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285991 from FEIS.

ANNOTATION: A program was designed at Miami-Dade Community College (South Campus) to meet the educational needs and interests of single parents/displaced homemakers by providing recruitment, counseling, financial aid referrals, job placement referrals, and career selection assistance. Nontraditional vocational and occupational programs were emphasized. During the second phase, 60 students were recruited; they then underwent a referral process according to their individual needs. Assistance was also provided in finding these types of services: financial assistance, medical assistance, and child care. An overall orientation helped restructure students' vocational patterns in order to enhance their academic perspectives. Students were advised by the director, sent to CHOICES, a computer career assessment service, or started their programs immediately. Some students were placed in employment without finishing their educational programs. Retention activities and child care services could not be accomplished. (Supplementary and appendix materials include project objectives, project correspondence and forms, brochures, media public awareness material, advertisements, press releases, and television/video scripts.) (YLB)

FORMAT: Project Description, 31p.

TITLE: ***Single Parent and Homemaker Projects Resource Notebook (Working Copy).***

DATE: 87

AVAILABILITY: For a microfiche copy of this document order ED298283 from FEIS.

ANNOTATION: This guide is intended to assist developers and providers of programs for single parents and homemakers. The first section discusses the special needs of single parents and homemakers, the provisions of the Carl D. Perkins Vocational Education Act of 1984, and Ohio's single parent and homemaker projects. Section 2 covers the following aspects of accountability: eligibility requirements, state-required accountability, and local accountability. The third section deals with the following aspects of networking: internal networking, linking internal and external networks, single parent/homemaker advisory committees, child care advisory committees, external networking for program and client support (Job Training Partnership Act, the human services system, Ohio's Fair Work Program, family day care homes, funding for special-needs vocational education), outreach and recruiting, and foundations and other resources. The concluding sections include strategies to address deterrents to participation in adult education and various sample program materials and forms. (MN)

FORMAT: Teaching Guide, 194p.

TITLE: ***Single Parent/Homemakers Training for Life Skills.***

DATE: 87

DEVELOPER: Kentucky State Department of Education, Frankfort. Office of Vocational Education.

AVAILABILITY: For a microfiche copy of this document order ED309248 from FEIS.

ANNOTATION: This curriculum guide was developed to help teachers/trainers conduct classes in life skills for single parents or displaced homemakers. The curriculum guide contains dozens of learning activities organized in the following three sections: self-concept (self-awareness, self-communication, and self-management), networking, and employability skills (getting started, resume-writing activities, job-interviewing skills, and job-keeping skills). Learning activities consist of goals, title, purpose, materials, activity, and time and group number requirements. Many student handouts, such as self-tests, role-playing activities, and values clarification quizzes, are included. Activity sources are cited. (KC)

FORMAT: Teaching Guide, 341p.

TITLE: ***Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.***

DATE: 87

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285994 from FEIS.

ANNOTATION: The goal of the single parent/homemaker project was to integrate participants into society as competent members of a comfortable and self-supporting family unit. The targeted population consisted largely of younger single parents and/or homemakers (primarily female) who lacked education and skills to function effectively as contributing citizens. A counselor conducted over 100 initial interviews; 21 participants were enrolled in the program. All were in need of tutorial services to bring them to an educational level required for satisfactory job placement. During their participation, each student either earned high school credits or raised his or her literacy level in adult basic education. Students gained in career knowledge and employability skills through individual counseling, small group discussion, activities in vocational classes, use of multimedia materials (with an emphasis on current information), workbooks, and interest surveys. They also gained an insight into their own personalities and ways of coping with life situations. Particularly useful were resource people from local industry, the employment service, and two area vocational-technical schools. A significant outcome was the increased awareness of educational and employment possibilities in this group. (Appended materials, comprising half the document, include forms, curriculum framework for the courses, and resource listing.) (YLB)

FORMAT: Project Description, 27p.

TITLE: ***Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.***

DATE: 87

DEVELOPER: Florida State Department of Education, Tallahassee. Division of Vocational, Adult, and Community Education.

AVAILABILITY: For a microfiche copy of this document order ED285993 from FEIS.

ANNOTATION: This project provided educational/preemployment training information about options, resources, and support services available for single parents/homemakers to help them become gainfully employed. Specific program activities were aimed at renewing self-esteem, developing employability skills, and learning about community resources and vocational education programs. During the period October to June,

1986–87, 79 individuals were served through these activities. Classes were held for two weeks with the participants receiving approximately 45 hours of training. As a result of attending the classes and through the cooperative efforts of the community college and community resources, 55 percent of the participants either became employed or entered into job training or college courses. A coalition of nine community agencies provided current information and assisted participants to tap into job market opportunities. Pre- and post-self-assessments indicated an observable improvement in self-confidence, ability to communicate, interview skills, salesmanship, problem solving, creativity, time management, and networking. Additional services were support groups for women in transition and transportation assistance for enrollees in vocational education programs. The support group functioned in psychological and educational resource capacities. Appendices, which make up about 60 percent of the document, include publicity items, self-assessment forms and data, project activities, and correspondence. Also appended is a seven-page survey form providing data about participants. (YLB)

FORMAT Project Description, 80p

TITLE ***Vocational Gender Equity Project Abstracts, 1988–1989.***

DATE 89

AVAILABILITY For a microfiche copy of this document order ED311254 from FEIS

ANNOTATION This document contains abstracts of 43 projects conducted through Carl D. Perkins Vocational Education Act sex equity set-aside grants administered by the Vocational Gender Equity Office, Virginia Department of Education. The projects described are grouped in the following categories: (1) centers to serve single parents and homemakers, (2) programs to serve teenage parents, (3) programs for women to explore nontraditional trade and industrial careers, (4) programs for women to explore high-technology careers, (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women, (6) a sex equity resource center, and (7) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract provides information on project title, director, location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

FORMAT Project Descriptions, 102p

TITLE ***Women, Work and Age: A Report on Older Women and Employment.***

DATE 87

AUTHOR Stentzel, Cathy; Steenland, Sally, Ed.

AVAILABILITY For a microfiche copy of this document order ED284039 from FEIS

ANNOTATION Fifty-four percent of all midlife and older American women are in the work force. Like their younger counterparts, most older women work in nonprofessional occupations. Regardless of their age, working women earn less than men. Sixty-five percent of working women aged 45 to 64 are married, 30 percent are widowed, divorced, or separated, and 5 percent have never married. Many women in their fifties and sixties have become displaced homemakers after years of being at home and supported by their husbands. Most are extremely vulnerable from an economic standpoint. The median educational attainment for women aged 45 to 64 is 12.6 years, with 80 percent having at least a high school diploma. Only one in eight women aged 45 to 64 is a college graduate as opposed to one in four between the ages of 25 and 34. Because of low wages and meager benefits during their working lives, many older women retire on an inadequate retirement income. Four out of five women have no pension at all. Government statistics claiming that older women have lower unemployment rates than do younger women mask the significant numbers of older women who have ceased looking for work because of prolonged, unsuccessful job searches. Cultural and age biases are other important problems facing older women. (A two-page fact sheet on women, work, and age is included.) (MN)

FORMAT Statistical Material, Research Report, 49p

TITLE ***Working toward Equity. A Report on Implementation of the Sex Equity Provisions of the Carl D. Perkins Vocational Education Act.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED295021 from FEIS

ANNOTATION This report examines how the sex equity provisions of the Carl D. Perkins Vocational Education Act have been implemented in 16 states. It focuses on the implementation of the key provisions in the law that affect women and girls: the single-parent and homemaker program (8.5 percent set-aside) and the sex equity program (3.5 percent set-aside). The provisions examined are as follows: (1) administration of the 8.5 percent and 3.5 percent set-aside funds, (2) distribution/allocation of the set-aside funds, (3) use of community-based organizations, and (4) support services. The report also includes specific examples of programs and practices that demonstrate positive uses of the set-aside funds and recommended legislative changes. The information in this report was collected by the Vocational Education Task Force from various sources including representatives from community colleges, secondary schools, community-based organizations, women's advocacy groups, sex equity coordinators, and state officials. (KC)

FORMAT Research Report, 39p

Women and Workforce 2000

TITLE ***Alternative Work Schedules: Changing Times for a Changing Workforce. The National Report on Work & Family. Special Report #5.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED305501 from FEIS

ANNOTATION Though the traditional 9:00-to-5:00 work week remains the predominant scheduling choice of most employers, companies in all industries increasingly are using alternative scheduling methods that allow employees to balance their work and family responsibilities. Alternative work schedules for permanent employees frequently are advocated as a solution to the problems faced by women in the work force. Job sharing, permanent part-time employment, work-at-home options, and flexible full-time work schedules offer employees an opportunity to modify work hours while maintaining the benefits of regular employment. Among other reasons for implementing flexible scheduling plans, employers cite cost effectiveness, flexibility, employee morale, and productivity. In 1987, 19.5 million people, or 17 percent of the work force, were employed on a part-time basis, according to the Bureau of Labor Statistics. (Five scheduling alternatives with case studies are examined in this report: permanent part-time, flextime, peak-time, job sharing, and work sharing.) (KC)

FORMAT Literature Review, 36p

TITLE ***The Changing Workforce: A Review of Projections—1986 to 2000.***

AUTHOR Hoyt, Kenneth B.

JOURNAL Career Development Quarterly, v37 n1 p31-39 Sep 1988.

ANNOTATION Notes that five-sixths of new work force entrants between 1986 and 2000 will be women, minorities, and immigrants and that their career development needs must be met. Lists research-based generalizations concerning this issue and provides selected examples of statistics supporting each generalization. Concludes with comments regarding challenges data hold for career development workers. (Author/NB)

TITLE ***The Changing Work Force Part II.***

AUTHOR Hoyt, Kenneth

JOURNAL Wisconsin Vocational Educator, v13 n1 p1, 16 Win 1988-89.

ANNOTATION The author states that the labor force will include increasing numbers of the poor, minorities, and women. The educational system helps these individuals prepare for jobs that will require high levels of skill and education. The author discusses six major reform proposals, all of which address career development needs of new labor force entrants. (CH)

TITLE ***The New Work Force. Trends and Issues Alerts.***

DATE 89

AUTHOR Imel, Susan

DEVELOPER Office of Educational Research and Improvement (ED), Washington, DC.

AVAILABILITY For a microfiche copy of this document order ED312412 from FEIS.

ANNOTATION During the last years of this century, the work force will grow more slowly, becoming older, more female, and more disadvantaged. An increasing number of minority groups and immigrants will enter the work force. Despite public demands for reform, education lags behind in preparing youth for employment. The changing work force has many implications for providers of education and training programs that prepare individuals for the workplace. Such programs must accommodate a greater diversity of learners, including women, Hispanics, Blacks, limited-English-proficient persons, and older adults. In developing effective programs for these populations, providers must address a number of specific issues in such areas as access, program quality, support services, interagency coordination, family influence, and employers. In addition, each population has specific characteristics and needs that must be considered. Changes in the composition of the work force are exacerbated by changes in the skill requirements of jobs. However, understanding and addressing the needs of the work force of the future is a critical task for providers of employment-related education and training programs. (This report lists 17 print resources and 9 organizations that can be consulted for further information on the new work force.) (KC)

TITLE ***Women and Workforce 2000. Facts on U.S. Working Women. Fact Sheet No. 88-1.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED296173 from FEIS.

ANNOTATION More than 53 million women age 16 and over comprise 45 percent of the total labor force. Projections indicate that women's share of the labor force will increase to 47 percent in the year 2000. Greater numbers of minority women will enter the labor force. Furthermore, the labor force will be older by the year 2000. The economy has long been and will continue to be dominated by the service-producing sector. Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service-producing sector. The increase in the services sector bode well for the future of working women, because women have dominated many of the industries where growth is expected to be greatest. Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. Eleven occupations are projected to increase by more than 400,000 jobs in the year 2000, and women held more than 80 percent of those jobs in six occupational categories in 1986. These 11 occupations are expected to account for 30 percent of job growth to 2000. (YLB)

FORMAT Statistical Material. 5p.

TITLE ***Women, Work and the Future. Workforce 2000.***

DATE 89

AUTHOR Watson, Jennifer

AVAILABILITY For a microfiche copy of this document order ED304552 from FEIS.

ANNOTATION The first section of this fact sheet reports that, from 1989 through the year 2000, two out of three new entrants into the work force will be women; in 1988, two-thirds of all women with children under 18 were in the work force; nearly 90 percent of jobs created between now and 2000 will be in the service sector; and part-time or temporary employment will comprise an increasing share of available jobs. These facts regarding education and training are presented: a majority of all new jobs will require education or training beyond high school; one in eight women workers has a less-than-high-school education; and females continue to be disproportionately enrolled in education and training that prepares them for low-wage jobs in traditional female occupations. Examples are then provided of actions being taken to meet the challenge of preparing for a changing work force by businesses, unions, educators, and community-based organizations. The fact sheet suggests that public policy can improve the economic status of women and families. It briefly describes federal legislative initiatives in these areas: family and career support policies, education and training policies, and income and benefits policies. (YLB)

NOTE Position Paper. 5p.

TITLE ***Work/Family Interactions: Trends and Applications.***

AUTHOR Engelbrecht, JoAnn D.; Nies, Joyce I.

JOURNAL Journal of Home Economics, v80 n1 p23-28 Spr 1988.

ANNOTATION The authors discuss five trends and how family life educators can address them. The trends are (1) women's labor force participation, (2) growth of the service sector, (3) recognition that work and family life affect each other, (4) space sharing by work and family life, and (5) aging of the work force. (CH)

Women in the Workplace

TITLE ***Changes in American Family Life.***

DATE 89

AUTHOR Saluter, Arlene F.

AVAILABILITY For a microfiche copy of this document order ED312551 from FEIS.

ANNOTATION: This report provides a graphic overview of recent trends in the lifestyles of Americans which suggest a movement away from "traditional" family living. The charts in this report, with their limited commentary, summarize major trends and focus on families in which children are present. Data are also presented on other types of families, households, and living arrangements so that trends affecting children and families can be interpreted in a more complete context. Some of the specific data described are: (1) U.S. population by age and sex; (2) age at first marriage; (3) percent single; (4) marriage, divorce, and remarriage; (5) fertility; (6) household and family size; (7) household composition; (8) families by type; (9) presence of children by age of parent; (10) one-parent situations; (11) living arrangements of children; (12) children in stepfamilies; (13) labor force characteristics of mothers with newborn children; (14) employment status of husband and wife; (15) primary child care arrangements; (16) educational attainment of parent; (17) trends in median family income; (18) poverty status of families with children; (19) children in poverty; and (20) child support. Future directions in family life are discussed. (ANL)

FORMAT: Statistical Material; 68p.

TITLE: ***Computer Chips and Paper Clips. Technology and Women's Employment. Volume II. Case Studies and Policy Perspectives.***

DATE: 87

AUTHOR: Hartmann, Heidi I., Ed.; And Others

DEVELOPER: Economic Development Administration (DOC), Washington, DC. National Commission for Employment Policy (DOL), Washington, DC. Women's Bureau (DOL), Washington, DC.

AVAILABILITY: For a microfiche copy of this document order ED294022 from FEIS.

ANNOTATION: This volume contains 12 papers commissioned by the Panel on Technology and Women's Employment. "Technology, Women, and Work: Policy Perspectives" (Eli Ginzberg) is an overview that provides a context for the volume. The four case studies in Part II describe the impact of information technology in the insurance industry among bookkeepers and secretaries, and in computer-related occupations. They are "The Technological Transformation of White-Collar Work: A Case Study of the Insurance Industry" (Barbara Baran), "Machines Instead of Clerks": Technology and the Feminization of Bookkeeping, 1910-1950" (Sharon Strom), "New Technology and Office Tradition: The Not-So-Changing World of the Secretary" (Mary Murphree), and "Integrated Circuits/Segregated Labor: Women in Computer-Related Occupations and High-Tech Industries" (Myra Strober, Carolyn Arnold). The three papers in Part III connect technological change with trends in women's employment. "Women's Employment and Technological Change: A Historical Perspective" (Claudia Goldin), "Recent Trends in Clerical Employment: The Impact of Technological Change" (H. Allan Hunt, Timothy Hunt), and "Restructuring Work: Temporary, Part-Time, and At-Home Employment" (Eileen Appelbaum). The four papers in Part IV provide policy perspectives on important subjects. "Employer Policies To Enhance the Application of Office System Technology to Clerical Work" (Alan Westin), "New Office and Business Technologies: The Structure of Education and (Re)Training Opportunities" (Bryna Fraser), "The New Technology and the New Economy: Some Implications for Equal Employment Opportunity" (Thierry Noyelle), and "Managing Technological Change: Responses of Government, Employers, and Trade Unions in Western Europe and Canada" (Felicity Henwood, Sally Wyatt). The volume concludes with biographical sketches of all contributors. (YLB)

FORMAT: Literature Review; Research Report; 450p.

TITLE: ***Cultural Issues Affecting Labor Force Participation. Background Paper No. 25.***

DATE: 89

AUTHOR: McAdoo, Harriet Pipes

DEVELOPER: Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.

AVAILABILITY: For a microfiche copy of this document order ED317692 from FEIS.

ANNOTATION: A major challenge facing U.S. society is how to bring the massive groups of underemployed and unemployed minorities into the mainstream of the labor market. These groups will soon comprise 22 percent of the labor market and will be expected to take over positions requiring increased skill levels, but for generations they have been hindered in acquiring necessary skills. Barriers to employment faced by ethnic minority groups, particularly families in poverty and young adults, are discrimination, restriction to occupations that are below their skill levels, the persistence of poverty, and dropping out of school. Approaches that may help in obtaining education and work skills include saturation selection and training, emphasis on small groups rather than individuals, mentoring, alliances among schools, homes, and training programs; and internship programs. Efforts must be made to increase the involvement of parents and extended family members, along with the child, to increase the achievements of school children. Well-funded preschool programs that involve children and their caretakers are needed, beginning with the mother's pregnancy. Welfare availability contributes only about 10 to 14 percent to the existence and growth of single parents and poverty. Limited economic opportunities of black and Hispanic males prevent marriage. The majority of single mothers have been previously married. Adolescent pregnancy is now declining among blacks and increasing among whites, although early pregnancies are a continuing problem in all communities. (The paper includes recommendations and 42 references.) (CML)

FORMAT: Position Paper; 35p.

TITLE: ***Educational and Occupational Attainment as Related to Life Satisfaction among Working Women (Women).***

AUTHOR: Spittler, Holly Jean

SOURCE: Dissertation Abstracts; v51 n5 p525 SECA 1989

ANNOTATION: Using the 1986 and 1987 General Social Survey of the National Opinion Research Center, a sample of 475 women who worked on a full-time basis outside the home was surveyed to determine the relationship between life satisfaction and variables related to education, work, and family. From the existing literature, it is believed that a woman's roles and statuses affect her level of life satisfaction. Using role theory as a theoretical framework, the study determined the extent to which life satisfaction among working women is related to educational attainment, age, number of children, family income, occupational prestige, respondent's income, marital status, and satisfaction with work. Hierarchical multiple regression was used to assess the influence of the eight predictor variables on the criterion variable, life satisfaction. Based on the results of the regression analysis, the adult status variables of age, occupational prestige, marital status, number of children, family income, and satisfaction with work were all significant predictors of life

satisfaction among working women. Educational attainment and respondent's income failed to reach statistical significance. Given the results of the analysis, it appears that working women become more satisfied as they age and that family income is positively related to life satisfaction. Married women are more likely to have higher life satisfaction levels than women who are not married. Number of children was found to be a negative but significant predictor of life satisfaction. While the selected predictor variables explained 14.92 percent of the variance in working women's life satisfaction scores, it is apparent that additional research is needed to identify other variables that are salient to life satisfaction among working women. **(Dissertation Abstracts Database, copyright 1989, University Microfilms International, Ann Arbor, Michigan.)**

TITLE ***Employment in Perspective: Women in the Labor Force. Third Quarter 1988. Report 758.***

DATE 88

AVAILABILITY For a microfiche copy of this document order ED300658 from FEIS.

ANNOTATION The female share of the older work force has nearly doubled since 1950. In 1987, the 6.2 million women aged 55 and over in the labor force constituted 4 of every 10 older workers. Because young women today have a stronger work attachment than did their mothers and grandmothers, the female share of the older work force is likely to continue to increase. The employment characteristics of older women today reflect not only age-related factors but also lifetime work patterns and attitudes unique to the group. I.e. women were not expected to work after marriage whereas unmarried women usually worked. Over the past several decades, fundamental changes have occurred in women's work-life patterns. Three decades ago, only about 3 in 10 young women worked, whereas today 7 in 10 women between the ages of 25 and 34 are in the labor force. Women reaching their fifties or sixties several decades from now will have much more work experience than the women born before them. However, these women, as their predecessors, are still concentrated in three occupational groups--sales, administrative support, and services which usually pay low wages. Therefore, their retirement benefits, although better than those of older women of today, will still be lower than men's and will affect their work life in their older years. (Data were gathered from the Current Population Survey.) (KC)

FORMAT Statistical Material; 4p.

TITLE ***The Impact of Increased Job Opportunity on Sex Equity: An Empirical Examination.***

AUTHOR Gramling, Robert; Brabant, Sarah

JOURNAL Wisconsin Sociologist; v26 n2-3 p73-79 Spring-Summer 1989

ANNOTATION Utilizing labor market statistics for the 48 contiguous states, the relationship between the increase in job opportunities and male/female income equity is examined. No relationship is found between the long-term growth of labor markets and a decrease in the disparity between female and male incomes. Implications for public policy are delineated and discussed. Three tables, 38 references. **(Copyright 1989, Sociological Abstracts, Inc., all rights reserved. These abstracts are reprinted with permission of Sociological Abstracts, Inc., and may not be reproduced without permission, in advance, from Sociological Abstracts, Inc.).**

TITLE ***Labor Force Participation of Dual-Earner Couples and Single Parents. Background Paper No. 24.***

DATE 89

AUTHOR Galinsky, Ellen

DEVELOPER Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.

AVAILABILITY For a microfiche copy of this document order ED317691 from FEIS.

ANNOTATION In 1940, 8.6 percent of women with children 18 and under were in the labor force. By 1987, that figure was 65 percent. In 1976, 40 percent of the mothers of preschoolers were employed, compared to 58 percent in 1987. In 1988, 53 percent of women with children under 3 years held jobs. Sixty percent of the men in the labor force are married to women who also hold jobs. Between 1970 and 1985, the number of one-parent families more than doubled. Between 1970 and 1984, the fraction of poor people living in mother-only, nonelderly families climbed from 34 to 43 percent. Of single mothers with children under 6 years, 53 percent are in the labor force. Two-thirds of employed women are either the sole support of their families or married to men who earn less than $15,000 a year. Surveys indicate that 20 to 30 percent of employees of Fortune 500 companies care for elderly parents on a regular basis. Child care is difficult to obtain and is expensive. Parents are forced to put together a patchwork system that tends to fall apart. The effect of maternal employment on young children depends on the attitudes of the mother and father about working, job stress, other family stress, and the quality of the child care children receive. The quality of child care can have a lasting impact on children's development, most strongly affecting children's social development, scholastic achievement, and motivation as learners. (Men's contribution to family life, employer assistance for dependent care, flexible time and leave policies, and the psychological aspects of jobs are also discussed in this paper. Policy recommendations are made. A 75-item reference list is included.) (CML)

FORMAT Statistical Material; Position Paper; 53p.

TITLE ***Women, Work, and Literacy. ERIC Digest No. 92.***

DATE 89

AUTHOR Kerka, Sandra

DEVELOPER Office of Educational Research and Improvement (ED), Washington, DC.

AVAILABILITY For a microfiche copy of this document order ED312456 from FEIS.

ANNOTATION The numbers of women with low literacy levels, the increased labor force participation of women, and increasing literacy requirements on the job make the case for the inclusion of a literacy component in employment programs for women. Such programs should strive to be comprehensive, learner-centered, flexible, standards-based, and linked to activities that advocate public policy issues that shape literacy services. Wider Opportunities for Women, an organization that seeks to expand employment opportunities for women, developed a program model based on case studies of five literacy programs that focus on the needs of low-income single mothers. The model, which can be used with other women, attacks the many internal barriers (such as low self-esteem, self-doubt about ability to learn, and guilt about taking time from their families for self-improvement) and external barriers (such as housing problems, financial and health difficulties, and the need for child care and transportation) faced by women in need of both literacy and job training. The five steps to the model (assessing, shaping the program, getting started, delivering services, measuring impact, and advocat-

ing public policy changes) are influenced by research showing that the comprehensive needs of women and their families must be addressed in order to have success in both literacy and employment readiness, because the women usually cannot focus on literacy as an isolated goal. (The document includes five references.) (CML).

FORMAT: Position Paper, 4p.

TITLE: ***A Working Woman's Guide to Her Job Rights. Leaflet 55.***

DATE: 88.

AVAILABILITY: For a microfiche copy of this document order ED306441 from FEIS.

ANNOTATION: The rights discussed in this guide pertain to those guaranteed by federal legislation affecting women seeking jobs, working on the job, and retiring from employment. The section entitled "Getting the Job" contains explanations of services provided by: (1) the U.S. Employment Service; (2) the federal-state partnership established by the National Apprenticeship Act; (3) the employment and training program sponsored by the Job Training Partnership Act (JTPA); and (4) vocational education programs that are federally sponsored by the Perkins Vocational Education Act. That section also describes job seekers' federal protection from discrimination. The section called "On the Job" describes a variety of laws that prohibit discrimination (including sexual harassment and pregnancy discrimination) and that govern (1) wages; (2) hours; (3) promotions and training; (4) maternity leave; (5) child care and dependent care tax credit; and (6) occupational safety and health. The "After Retirement" section describes the benefits women are entitled to from Social Security, private pension plans, and personal retirement plans such as Keoghs and Individual Retirement Accounts. In all three sections, advice is provided on what to do to obtain benefits or rectify discrimination. The appendices list addresses of federal compliance agencies and those that administer laws on retirement or disability benefits, addresses of relevant state agencies, and sample discrimination complaint forms. (CML).

FORMAT: Descriptive Report, 70p.

TITLE: ***Workplace Solutions for Women under Eldercare Pressure.***

AUTHOR: Winfield, Fairlee E.

JOURNAL: Personnel; v64 n7 p31-32,34-39 Jul 1987.

ANNOTATION: The author states that caring for elderly relatives is being added to women's traditional roles of wife, mother, and homemaker, as well as their new role as worker. She cites trends, including the aging of the population, and problems, including loss of worker productivity. Model corporate solutions are presented. (CH).

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